

Educ

Teachers Monographs

THE NATIONAL JOURNAL
OF THE PUBLIC SCHOOLS

CIVICS---FIRST SIX YEARS

One Hundred Questions

and Answers on

THE WORLD WAR

JAMAICA, NEW YORK

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JANUARY, 1919

No. 2

TWENTY-SIXTH YEAR OF PUBLICATION

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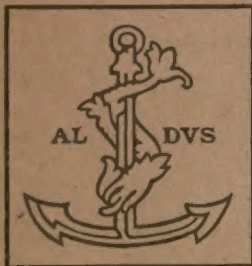
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Volume XXVI

No. 2

JANUARY, 1919

Teachers Monographs

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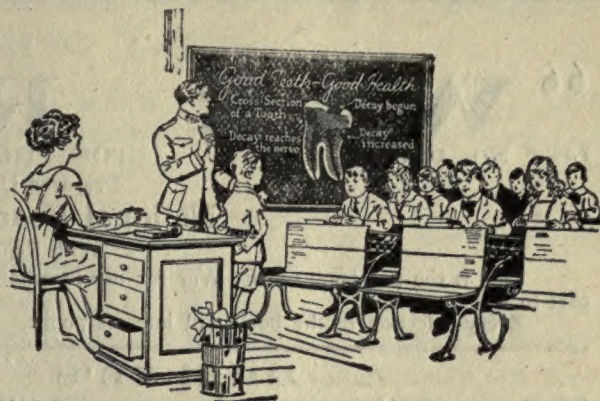
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Civics—First Three Years

IA.

Civics.

In the first three years of the course the young child should be exercised in the ways and means of caution and safety, the protection of person and property, and in his duties as a useful little citizen.

The time for this work should be included under English as a part of the child's necessary instruction for social membership.

Syllabus in Civics.

The following is an attempt to present the subject matter of the syllabus, by months, with a few suggestions as to the methods to be employed. The subject may be made interesting, even to very young children, if objective illustrations, dramatizations, etc., are freely used.

First Month.

Caution and safety on the street.

(a) Keeping to the right.

Find the children who are not quite sure which is the right hand, and which the left. Employ games and drills to help them to certainty.

Take part of the game period to show by dramatization the reasonableness of the rule, "Keep to the right." Part of the playground may be chalked off to represent the street. A few children may belong to the keep-to-the-right group, and others represent the children who forgot. They walk along the street in different directions, some keep to the right, others keep to the left. The rest of the class observes the resulting collisions, and the pupils are called upon to give the reasons for them.

Why did Mabel push against Sadie? Mabel was not polite. She did not keep to the right. Who can tell Mabel how to walk along the street? Mabel should always keep to the right.

Divide the class into two lines. Let them show that if each line keeps to the right, there will be room for all without crowding.

(b) Crossing the street; where and when.

Use dramatizations as suggested above. Indicate sidewalks, middle of the street, corners, and crossings with chalk, on part of the playground. Assign children to act as policemen, trolley cars, wagons, automobiles, and ordinary citizens. Elicit by questions the part each is to play in the game. Lead the onlookers to see that the safe place to cross the street is at the crossings, and the right time to cross is when there is little traffic, or when the policeman stops the cars, etc., to give the people a chance to cross in safety. Insist upon complete statement in answer to questions.

Where must the policeman stand? He must stand at the corner.

Where are the trolleys, etc.? They are in the middle of the street.

Where do the people walk? They walk on the sidewalks.

What does the policeman do? He takes care of the people. He stops the cars. He helps children and old people.

Where should people cross the street? They should cross at the street crossing. Why? Because the policeman stands there. The policeman stops the cars. He makes it safe for us.

How does the policeman stop the cars? He raises his hand. He blows his whistle.

Encourage the children to produce short paragraphs something like the following. There will be little response at first, but the number of children who can give a few short, connected sentences upon a given topic will increase rapidly.

I am a policeman. I stand at the street crossing. I take care of the people who cross the street.

I am a chauffeur. I drive my automobile in the middle of the street. I watch the policeman at the crossing. When he puts his hand up, I stop. I must give people a chance to cross the street.

I am a little girl. I cross the car tracks on the way to school. I stand at the crossing. I watch the policeman. He stops the cars. Then he nods to me. It is safe for me to cross. He takes care of me.

(c) The danger of playing in the street.

Use the playground chalked to represent the street as before. (Note. See that all chalk marks are erased, at the close of the period.) In addition to the characters already mentioned, have groups of children to play games in the middle of the street, and on the sidewalk. Before beginning the dramatization, have each little actor state his part and his work.

I am a motorman. I drive the car along the street. I sound my gong when people get in the way.

I am a policeman. I take care of the people who cross the street.

I am a chauffeur. I sound my horn to let people know my car is near them.

I walk along the sidewalk. I am going to work, to the store, on an errand.

I am going to play a game. I will play in the street. John and Jenny will play with me.

When the action starts, call upon the onlookers to tell what happens.

What is the motorman doing? He is driving a car.

Why does he sound the gong? Jenny is in front of the car.

What is she doing there? She is playing with Sara. She ran across the street. She does not see the car.

Who is in the way on the sidewalk? Tom and Harry are in the way. They are playing marbles. People can not pass them.

Why does the chauffeur sound his horn? Mabel ran in front of the automobile. She is playing with Rachel.

Why is it foolish to play in the street? You might be hurt by a car, a wagon, an automobile. People push against you. There is no room for playing, you might get hurt.

Where is a good place to play? In the back yard, in the

park, in a vacant lot, in the school yard, in a closed street.

(d) Danger of running in the street.

Stage the dramatization as above. By questioning, lead the pupils to see the danger of running in the street. Even very small children have a collection of stories of other children who were hurt in street accidents. They may be permitted to tell these, with due regard for correct use of English. This will be more easily obtained if the teacher insists upon the use of short sentences. The unadorned narrative will be something like the following:

A little boy, now, he lives by us and his mother sent him for milk, and he ran across the street and a wagon came, and the horse walked on him, and his leg was cut off, and he spilled the milk.

After pruning by the teacher, with the help of definite questions, the account will be more like this:

A little boy went to buy milk. He ran across the street. He did not stop to see if it was safe. He ran in front of a wagon. The horse knocked him down. His leg had to be cut off.

(e) Keeping to the sidewalk.

Repeat the foregoing a, b, c, and d. Lead pupils to see that the place for walkers is on the sidewalk. In the middle of the street, they are in danger from the traffic. Horses, wagons, cars, etc., keep the middle of the street, so they cannot hurt the walkers who stick to the sidewalks.

(f) Looking and walking in the same direction.

Repeat the dramatizations. Let two children walk toward each other, one looking over her shoulder in the direction opposite to that in which she is walking. Place an obstacle on the "sidewalk." Have a child looking in another direction walk toward it. Another child stands at a cross street, looks away from the policeman, and starts to cross in front of a car. Question, to bring out the fact that it is not safe to walk, in any direction except that in which one is looking.

Why did Mille knock into Sara? Millie was not looking where she was going.

Why did Tom trip over the dog? He did not see the dog. He was looking the other way.

How did Kate get run over by the car? She was not looking. She did not see the policeman tell the car to go on.

Why did Rebecca drop the pitcher? Mary knocked against her. Mary was not looking where she was going.

Where should Mary look when she is walking? She should look where she is going.

Review the preceding dramatizations, and let the children memorize the following:

To be safe in the street:

We must keep to the right.

We must cross only at the crossings.

We must not cross until the policeman tells us.

We must not play in the street.

We must not run in the street.

We must keep to the sidewalk.

We must look and walk in the same direction.

The School.

(a) Keeping the class room clean and in order.

Eternal vigilance on the part of the teacher, is the price of a clean and orderly class room. There should be an

attempt made to interest the class as a whole, in the neat appearance of the room. A child resents being told to pick up a paper dropped by some unknown classmate; but the whole class will volunteer if the teacher asks, "Who wants to put that paper in the waste basket, and make this aisle look tidy?"

A room can be kept in good order, if the children are trained (1) to refrain from bringing in unnecessary dust; (2) to be personally responsible for the condition of their desks, and the floor in their immediate vicinity, and (3) to see that articles are in their proper places.

(1) During a game period, the class may be taken to visit the playground or basement. At the entrance they use, call attention to the provision (if any) for removing the dust and mud of the street, from shoes.

What is this? (indicating the mat). It is a mat.

What is it used for? We wipe our shoes on it.

Why is the mat near the door? So that we can clean our shoes. Our shoes are dusty. We rub the dust off, on the mat. Sometimes the streets are muddy. Mud gets on our shoes. We rub our shoes on the mat. The mud comes off.

If we do not use the mat, what happens? Our shoes stay dirty. We mark the stairs. We mark the halls. The floor of our room will not be clean.

What do clean, careful children do when they come in from the street? Careful children use the door mat.

On days when the streets are muddy children should be reminded to use the door mat.

(2) Desks and floor.

Many children like to accumulate useless scraps of paper, ends of pencils, and other trash in their desks. Some children hoard "treasures," invaluable to them, but rubbish in the eyes of the adult. They should be trained to leave these "treasures" at home, and to have nothing in their desks except articles used in school work. Have a regular desk inspection, taking but a few minutes every day. Appoint housekeepers, or desk monitors, each week. Require the pupils, at a given signal to empty the desks, and place the contents on top. Desk monitors then pass down the aisles, and see that the desks are empty. The teacher may give two minutes to the pupils to arrange their possessions neatly. Then she may appoint a visiting committee of two or three, to report upon the tidiest row, which should receive some mark of distinction, a star on the blackboard, a flag on the first desk, or some such thing.

Lead the children to reject the useless voluntarily. Do not indicate a crumpled piece of paper with, "Put that in the waste basket." The following is a better method:

Why does not this desk look neat, tidy, orderly? There are pieces of paper on it. There are pieces of cord.

Can the paper be used? No, it is torn. It is not clean. It is written on.

Can the cord be used? No; it is too short. It is not clean.

Jennie, do you want to keep these things in your desk? Where is the best place to put them?

Do not confine visits to the waste basket to desk inspection time. Place the basket in a conspicuous position, and encourage the children to go to it, without asking permission.

(Continued on page 86)

Civics.

First Month.

Safety and Caution.

1. On the street.

- (a) Keep to the right.
- (b) Cross the street at a corner.
- (c) Look where you are going.
- (d) Do not play on the street.
- (e) Do not run on the street.

To drill upon these topics, use the games and dramatizations suggested for 1A, making them a little more elaborate, and encouraging the children to add action drawn from their own ideas on the subject. In 1A personal safety was emphasized. In 1B, in addition to this, we might lay stress upon courtesy, and good manners.

Train the children in the use of such terms as, "Please excuse me," "Pardon me," "I am sorry," "Forgive me, please," etc.

After a dramatization, or a game, question the children upon the point to be emphasized. Later, a topics may be given, and the pupils encouraged to give a few short sentences upon it. For instance, the teacher may ask, "Who can tell me something about running in the street?" The responses may be something like the following:

We should not run in the street. It is not safe. We might run against other people. That would be rude to them.

Do not run in the street. My brother ran after another boy. He ran across the street. He did not see the car coming. It knocked him down. Now he is lame.

Other topics may be treated in the same way.

Always keep to the right. If every one keeps to the right, there is plenty of room. I will call some other children out. We will show you why it is best to keep to the right. (Give a few minutes for dramatization). Then call for comments from the rest of the class).

Sarah pushed Millie. That was because Sarah kept to the left. Millie remembered. She kept to the right.

Sarah forgot to keep to the right. She did not forget her manners. She said, "Please excuse me, Millie." Millie said, "Certainly, Sarah."

Rachel wanted to cross the street. She was in a hurry. She ran across in the middle of the block. An automobile came along. The chauffeur sounded the horn. Rachel got across in time. She was frightened. She will not do that again.

Eliza wanted to cross the street. There were many wagons. A car was just coming. She went to the corner. A policeman was there. He stopped the wagons and the car. Eliza crossed the street. She was not afraid. She knew the policeman would take care of her.

John and Tom and Harry played ball in the street. Tom threw the ball to Harry. Harry did not catch it. The ball rolled into the street. Harry ran after it. He did not see the car. He was knocked down. His arm was broken. Tom and John play in the playground now. Harry is in the hospital.

There is no policeman at our corner. I look up and down the street before I cross. I wait until there is no traffic.

(Note: Introduce the word **traffic**.) Then I walk quickly across.

I never run across the street. I might trip and fall. If I fell a car might come before I could get up. I might be hurt. I know a girl who was hurt that way.

Always look where you are going. Dick was going into a store. Tom called him. Dick turned round. He kept on walking. He did not see the step at the door. He fell and hurt his foot.

My baby was sitting on the stoop. A girl came out of the house. Her mother called her. She turned to answer. She did not look where she was going. She stepped on my baby's hand.

Sara was carrying a basin of water. John was cleaning the blackboard. He stepped back to look at it. He knocked the basin out of Sara's hand. Sara's dress was wet. The water spilled all over the desks.

2. Safety and caution in school.

- (a) Use the exit assigned to the class.

The first day of the term the teacher should take the class to the correct exit, calling attention, by questions, to its location and number. Call upon children to tell stories (which they all know) of loss of life caused by fire and crowded exits.

The exit is the way we go out. There are many exits from this school. There are many pupils. We can not all use one exit.

Some of us would be hurt. We might be killed.

Our class uses exit one. The number of the exit is over the door. It is the exit nearest our room. We go down the stairs. We cross the basement, (playground). We go into the street. We come in the same way.

- (b) Walk in single file, (or double file, according to the school).

We walk quickly through the halls, and up and down stairs. We walk one behind the other. That is called single file. We do not take much room. Two classes can pass on the stairs, if they are in single file.

We walk quickly to save time. We go in single file to save room. We keep close together. We show the new pupils the way about the school.

- (c) Keep to the right of the stairway. Illustrate the reason for this action.

Why is it best to keep to the right? Where else do we keep to the right? In the halls, in the basement, in the playground, passing in and out from the street.

Where, besides in the school do we keep to the right? In the street, going in and out of the subways, going up the stairs to the elevated road etc.

We must keep to the right on the stairs. We must keep to the right in the halls. Yesterday Rose was late. She was on the left side of the stairs. A class came down stairs. Rose got mixed up. She lost her own class. She was late.

- (d) Follow the rules for fire drill.

The class the first day of the term, should be drilled in the procedure to be followed for a fire drill. This is so important that, after the children have been told about the fire drill, and shown their exit and their place in the street, they should be required to memorize the directions. These

will differ according to the school.

The big gong sounds three times.

That means fire drill.

We go out exit three.

We walk along Cross Street to Bank Street.

We walk quickly, and do not speak.

Paragraphs may be developed as in dealing with other topics. Fire drills should very frequently be the subject of oral compositions, so that the children may become used to them and any thought of panic may be avoided.

Three gongs mean a fire drill. We stop work and sit still. Our teacher says "Stand." We stand at once. She says, "Pass out." We go out very quickly. We use exit four. We walk along Blank Street to the corner of Space Street. We stand there. When the bell rings we return to our room.

We walk quickly in a fire drill. We do not run. If a girl falls we stop. We raise our right hands. The girls behind see that. They stop too.

Sometimes we have a silent drill. A messenger opens the door. She shows us a red card. That means a fire drill. We go out, as if we had heard the gongs.

We must walk quickly at fire drills. We must keep close together. We must not talk.

Lillian came to school today. It was her first day in this school. Rachel showed her where to hang her wraps. I showed her the exit we use. I told her about our fire drills.

Sometimes we go to room seven. We have our singing lessons there. If we have a fire drill from room seven, we use exit three. We stand on Green Street in front of the butcher's store.

Safety and Caution at Home.

(a) Matches.

A request for stories about children who handled matches carelessly will bring a response from nearly everyone. Some of the harrowing tales may be dramatized. The children will love to be the ambulance, the fireman, the policeman, the frantic parents, the careless match handlers. Prepare for the dramatization by questions.

Why did the parents go out? How many children were left at home? What were their names? What did the mother tell the oldest girl? Was the girl obedient? Where did she find the matches? What did she do then? What happened? Who saw the smoke? What did the policeman do? Who came when the policeman sent the alarm? What did the firemen do? Why was the ambulance sent for? How did the parents feel on their return? Whose fault was all this? Why?

Lead the children to form paragraphs like the following.

Some fires are started by matches. My mother keeps the matches in a tin box. The box is on a high shelf. The baby cannot reach the box. The baby is little. He might play with the matches. My mother keeps them where he cannot get them.

My cousin's house was burned. She kept her matches in a paper box. They got on fire. Perhaps a mouse bit one of them. The box took fire. Then the shelf took fire. The house was burned.

It is stupid (foolish, wrong, silly) to play with matches.

They are dangerous. They are not much fun. It is wrong to waste them. Grown people know how to use matches. Children should not touch them.

Every day there are fires. We hear the fire engines go out at night too. People are burned. Houses are lost. Furniture is burned in fires. Most of the fires are caused by careless people.

Keep your matches in a safe place. They should be in a tin box. Then the mice cannot get at them. The box should be on a high shelf. Then disobedient, foolish children cannot get them.

(b) Gas, lamps, steam etc.

What kind of light is in your house? Oil lamps, gas, electricity. Where does the lamp stand? What would happen if it were pushed over? Why must you be careful when there is a lamp on the table?

How is the gas lit? Who lights it? Why must you never light the gas? How is the gas turned off? Who turns it off. How do you know when the gas is not turned off? What should you do when you smell gas? (Tell some older person) Why is the gas fixture at a distance from the curtains? Why is it wrong to put decorations (paper, wreaths etc) on a gas fixture?

How do you know when water boils? Is the steam hot? What would happen if the steam came against your hand? Is the kitchen a safe place for children to play? Tell about some other things in the kitchen that might be harmful. (The range, stove, hot irons, heavy dishes, pans, etc.) Why is it unsafe to go near the gas range? Why must children not touch irons, heavy saucepans, etc? Who is the person to light the gas range? Why would it be wrong for a child to light it? Why is it dangerous for children to go near things that are being cooked? (Danger from steam, hot liquids, hot utensils which might be pushed over).

Safety and caution in play.

(a) Dangerous places to play.

Review safety in the street. Show that children playing in the street are in danger from street traffic, and from pedestrians; and that they in their turn are a source of danger to others. Give opportunity for dramatization. Call for stories of children who were hurt in street games.

Cellars are not good places to play. Why? Why is there not much light in the cellar? Why is it not safe to play in dark places?

Roofs are not good places to play. Why not?

The stairs and halls of houses are not good places for play. Why is it unsafe for small children to play on the stairs? Why should we not play on the stairs and halls? Does your mother like to have noise outside her door? Is there plenty of light on the stairs?

(b) Safe places to play.

Parks, playgrounds, closed streets, the school yard and playground. Locate and visit, if possible, the nearest playground. Introduce the children to the playground attendant. Tell the children why the attendant is there.

Why is it safe to play in the playground? Why are parks safe? Why are streets sometimes closed to traffic, and children permitted to play? Why is it safe to play in a closed street?

(Continued on Page 87.)

CIVICS SECOND YEAR.

2A.

First Month.

Our Streets. Cleanliness.

The Street Cleaning Department.

If possible take the class to visit some particularly clean block in the neighborhood. Call attention to the freedom from litter of the sidewalks, gutters, stoops. In the course of the walk direct attention to the rubbish cans, the street cleaners, the wagons with D. S. C. upon them. Use the excursion as a basis for oral composition lessons, and dramatizations. During the latter half of the term, the brighter pupils may be encouraged to embody their civics lessons in a few short sentences, which they can write on the blackboard.

A Clean Street.

We went for a walk this morning. We walked along Broad Street. I like the street because it is clean.

There were no papers on the sidewalk. There was no dirt in the middle of the street. There were no boxes, nor toys, nor baby carriages on the stoops.

Jennie Jones lives on Broad Street. She likes to live there. She says the people try to keep the street clean.

A Street Cleaner.

We saw a street cleaner. He had a broom and a big shovel. He brushes the dirt on to the shovel. He places it in little piles. The cart comes and takes the piles of dirt away.

He wears a white uniform. He work at taking away dirt. He wants to keep clean. He has to have a uniform that will wash.

He likes to work on Broad Street. He says it is easy. The people there help him. They do not throw rubbish out of the windows. They put paper and fruit skins in the rubbish cans. All streets are not like that. All people do not help him.

The D. S. C. Wagon.

D. S. C. means Department of Street Cleaning. The letters are on the street cleaners' wagons. The wagon comes round every day. Some wagons take garbage from our houses. Other wagons take away papers and rubbish.

We can help the wagon men. We must not put garbage and rubbish together. They do not go away in the same wagon. We help when we do not mix them.

Garbage.

The garbage can should have a cover. The cover should fit tightly. If garbage is kept it will have an odor. Flies will go into it. Flies will bring disease.

Rubbish Cans.

There is a rubbish can outside our school. There are three cans in our playground. We never throw papers on the floor or on the sidewalk. We throw them into the rubbish can.

A new pupil came to school today. At noon we showed her the rubbish cans. She threw some nut shells into one. We told her we try to keep the street clean. We want to keep our playground tidy, too.

Marking Streets and Buildings.

This morning there were chalk marks on the school door. Rebecca told Miss Dash. She sent word to Mr. Clegg. He

is our janitor. He likes to keep the building neat.

Mr. Clegg cleaned the marks off the door. Some very little child made the marks. She did not know any better. No bright child would make the door look untidy. No kind child would give Mr. Clegg trouble.

Dramatization. Characters: Two street cleaners. Scene: Corner of Spotless Street and Careless Street. The two street cleaners exchange views. The Careless Street cleaner tells how tired he is, no one seems to care whether the street is clean or not; people throw things out of windows, boys scatter the street litter after it is piled up, people put garbage and rubbish on the sidewalk at all hours of the day; he is going to give up, and get another job. Spotless Street cleaner offers sympathy and tells what a nice time he has. Everyone helps; rubbish is placed in the waste cans, no one ever throws anything out of the window, etc.

Second Month.

Our School Building.

Review cleanliness in the street. Dwell on the reasons for it: (1) Cleanliness makes the street look attractive. (2) Lack of cleanliness endangers health.

Ways of keeping the streets clean: (1) Cooperation with the Street Cleaning Department. (2) Proper use of waste cans.

In considering the condition of the school building, the general aim should be to keep the playground, basement stairs, halls, and classrooms clean. More specific aims might be:

1. To rouse in each child a desire for attractive surroundings.
2. To make each willing to do her bit by refraining from vandalism, and disposing properly of waste.
3. To make each willing to repair the consequences of wrong acts done by others.

Children usually dislike being asked to pick up papers, or waste, dropped by others. They will do these things voluntarily if an appeal is made to them, instead of an order given.

Paper on the floor of halls, stairways, or playgrounds should never be ignored. Suggestions like the following might be given:

We cannot play in an untidy playground. What good citizen will help to clean up?

If two or three good Americans clean up this corner, we can start our game. Where are the good Americans?

Does this stairway look neat? Why not? What kind of pupils must have passed here? How do you know they were careless? Are we going to be careless too? What shall we do with the waste?

In some cases, the aid of the janitor is needed; for instance, when water, ink, etc., has been spilled on the stairs, in halls, or rooms. In some schools the janitor may be directly notified. In others, word is sent to him through the office. Where it is the custom to send verbal messages, and the matter is not one of emergency, the teacher might give the message to the whole class, and then permit some of them to select the messenger. This affords an opportunity for drill in courtesy. Left to themselves

the children will say to the janitor, something like this: "Now, Miss Blank says you should clean the ink up off the stairses." Working together, the class may be led to see that this is better: "Good morning, Mr. Smith. Ink has been spilled in exit two, near the second floor. Miss Blank sent me to tell you."

Good afternoon, Mr. Jones. There is a crayon mark on the wall outside room 223. Miss Dash thought you would like to know.

There is a leak in the drinking fountain in the basement. Miss Jones asked me to tell you.

A window pane has been broken in room 29. Miss Jenkins asks if you will please attend to it. The rain is coming in.

We have no window pole in room 22. Miss Line asks if you will please get us one.

Our waste basket was not emptied yesterday. Will you please have it emptied now? Our room is number 29.

Before the messenger goes on her way, the scene can be presented in the class room. Criticisms of the actors may be presented. The reasons for the final selection of the messenger should be given.

I think Rose should be the messenger. She speaks slowly.

Mable should go. She speaks loudly, clearly, distinctly.

Sara should not be a messenger. She did not listen to the answer.

Cleanliness in the Classroom.

To keep the class room attractively neat and clean, the teacher should enlist the aid of numerous monitors. Inspections of desks, floors, blackboards, window sills under their supervision, should be regularly held. In order to facilitate these inspections, the same form should always be followed.

Suggested forms:

Desk inspection. Call the class to attention. At the command "Clear desks," children take all their possessions out of the desks and place them on top. Desk monitors pass rapidly down the aisles and see that the desks are empty. The teacher then glances at the desks and suggests by question that certain articles be placed in the waste basket, certain others be taken home and left there: Can that paper be used again? If not, why keep it? Where should it be placed? Is that pencil large enough to use? Will you have time in school to play with that doll? Where should it be left? When will you take it home?

Appoint a committee to find the neatest row.

Sara, Jane, and John may visit all the rows and tell me which is the neatest.

The second row is the neatest. There is nothing on the desks but things we need.

The third row is not neat. One girl brought a toy with her.

The fourth row is not neat. A girl brought some lunch with her. There is no time to eat in school.

A mark of distinction may be conferred on the second row. A flag may be placed on the first desk, or a placard with some such legend as, We are good housekeepers in this row. We are good citizens; who keep our desks neat.

Desk inspection after it has been held a few times; should not take more than three minutes. A longer time can be

taken, if it is used as a basis for other lessons, for instance, oral and written composition.

Floor inspection may be conducted in the same way. Children should be led to take an interest in keeping their vicinity clean; to pick up waste and deposit it in the proper place, rather than to spend time trying to find the one who dropped it.

The cleaning of blackboards is usually left to the janitor, but pupils should be trained to erase their own work, and to leave crayon and eraser in a convenient place to be used by the next comer.

Attention should be directed to the condition of walls, and to the effects of driving nails, tacks etc. into them. Pictures should be hung from the moulding. Papers displaying children's work should be placed upon a bulletin board. The children, of course, do not attend to these things; but they may be led to see that pictures should hang straight, and that papers should not be displayed so long that they curl up, or become discolored.

Window sills, particularly when plants, goldfish etc. are kept, should be looked by monitors.

Books should be inspected from time to time. Children may be appealed to, to keep their readers clean for the children who will use them next term.

All these items in the make-up of the class room, may be used for short compositions like the following:

Desks.

I keep my desk clear. I keep my reader, and my pen and pencil envelope in it. Used papers, or scraps of pencils are never in my desk. I put them in the waste basket.

The Waste Basket.

The waste basket is in the corner of the room. We put scraps of paper in it. Things that are no use should be put in the waste basket. They should not be kept in the desk.

The Floor.

A clean floor makes a room look neat. Our floor is clean. We do not throw waste paper on the floor. We do not drop fruit skins or nut shells on it. We put those things into the waste basket.

The Halls and Stairs.

The halls and stairs of our school are clean. Careful children do not mark the walls. They do not spill things on the floors.

Sometimes there is an accident. Ink or water is spilled on the floor. We tell Mr. Smith about it. He cleans it up at once. He likes to keep the building clean.

The Plants.

I am the monitor of the plants. I water them every day. I do not water them when the sun is shining. I am very careful. I try not to spill the water.

The Blackboard.

I like to write on the blackboard. Miss Jones looks at my work. Then I erase it. I leave the eraser in the trough. I place a piece of chalk beside it. It is ready for the next girl.

Chalk wears away when we use it. We do not use very small pieces. We place them in a box on the shelf. We can get a fresh piece of chalk from another box.

Readers.

My name is in my reader. I take care of the book. Next term another girl will use it. She will see my name. She will say, "Mary Mantin was a neat girl."

Room Decorations.

Our room looks cheerful. There are pictures on the wall. They hang straight. The best papers are on the bulletin board. They are changed every week.

Third Month.**1. Safety in our Streets.**

Repeat dramatizations and short compositions suggested for the first year. Encourage children to suggest other dramatizations bringing out the wisdom of keeping the following rules:

Keep to the right of the sidewalk.

Cross the street only at the corners.

Do not run in the street.

Do not play games in the street.

Always look in the direction in which you are going.

Keep to the sidewalk except when you have to cross the street.

Cross the street where there is a policeman stationed.

If there is no policeman, be sure there is no traffic before you try to cross.

Call for stories of the consequences following disregard of these rules.

Safety in Play.

1. Safe places to play: playground, park, school yard.

2. Unsafe places to play: streets, roof, cellar.

3. Dangerous games: involving the use of matches, fire crackers, bon-fires, etc.

4. Discussion of favorite games; the good points of each.

Courtesy in the street: Review, and give occasion through dramatization for the use of such expressions as, "Please excuse me," "Pardon me," etc.

Through questions, followed by dramatizations, lead the children to decide what should be done in specific cases, for instance: if one is lost, if one meets a lost baby, if one sees a person drop a bag or a handkerchief, if an old lady is trying to pick up a bundle, if a blind man is waiting to cross the street.

Fourth Month.**Safety at home.**

1. Do not touch matches.

2. Do not play near gas flames, steam, hot range, etc.

3. Secure fresh air by opening windows.

4. Obey orders of parents.

Safety in school.

1. In the halls.

(a) Walking single file (or double according to the custom of the school).

(b) Keep to the right.

(c) Look where you are going.

2. Exits.

(a) Use the exit to which your class is assigned.

3. Fire drills.

(a) Obey fire drill rules: alarm, exit, station in street, silence

The Fire Department.

1. Visit the nearest station house, if possible.

Observe the uniforms, apparatus etc.

How we can help the firemen:

(a) By not using matches carelessly.

(b) By not storing rubbish where it can catch fire.

(c) By keeping away from lighted stoves, gas burners, etc.

(d) By seeing that fire escapes are kept clear.

Stories of trouble caused by disregard of the above.

Fifth Month.**The Police Department.**

1. Ways in which the police help the public:

(a) Making streets safe.

(b) Directing strangers.

(c) Looking after lost children.

(d) Sending in fire alarms, calling ambulances, stopping runaways.

(e) Preventing crime.

(f) Arresting criminals.

(g) Enforcing law.

The children can supply instances of police work along all these lines.

Ways in which the Public may Help the Police.

(a) Obeying traffic rules.

(b) Reporting fires, or conditions that might lead to danger from fire.

(c) Obeying laws, and reporting the breaking of laws.

Review.

The street: cleanliness, safety.

The Street Cleaning Department: how we can help it.

Playing: danger and safety.

Safety in the home and the school.

Courtesy.

The Police, and Fire Departments: how we can help them.

Our Country, our flag: how we can show respect and love for them.

2B**First Month.**

I Parks and other public institutions.

Lead the children to talk about visit to parks. In some parts of the city very few of the children have visited the large parks, but they know their names, and they have heard older sisters and brothers tell about visits to them.

Visit, if possible, the nearest park. Aim to bring the children to a realization of the beauty of the park. Before starting out, tell the children that you want them to look about them in the park, and be ready to tell you something about it on their return. They must be ready to tell about something they saw, or felt, or thought. Once or twice during the visit, remind them of this.

When their experiences are asked for, Mary Mum will say, "I went to the park. I liked it," and relapse into silence. Tillie Tongue will say, "We went to the park this morning, the sun was shining, the grass was green. I saw water, and a policeman, and birds, and two squirrels, and one ate peanuts, and I put the shells in the rubbish can, and I took some lunch and please Miss Dash when are we going again?" and will stop only because her lung capacity has not kept pace with her flow of language. The ordinary

folk between these extremes will be found in possession of ideas which can be excavated by questions.

Did you like the park? Why did you like it? Do you think it is a pretty place? (Let us use the word beautiful also.) What part did you think the most beautiful? What made it beautiful? Which trees did you like best, the very tall ones, or the smaller ones? Which trees look better, the trees on our street or the ones in the park? Why do the park trees look better than the street trees? They have more room to grow. The air and sunlight are not shut out from them by city buildings. They are not injured as street trees are. How are street trees injured? Wagons rub against their bark. Children climb them and break their branches. Horses tear off their leaves and break the twigs. How can we help to keep the park trees looking healthy? We can remember never to break off twigs or branches, not to cut the trees with knives, not to scatter rubbish around the roots.

What color is the grass in the spring time? Do you like to look at a field, or lawn, covered with grass? Why do you think it is pleasant to look at? Why does not the grass grow thickly under the trees? The branches shut out the sun, which the grass needs. Why does not grass grow on the pathways? People walk on the pathways and tramp down the grass. What does grass need in order to grow? It needs air, and sunshine, and people must not walk on it. Did you see a sign on the grass in one place? What was on the sign? It said, "Keep off the grass." Why were you asked to keep off the grass? We were asked to keep off so as to give the grass a chance to grow.

Why should people not throw papers or rubbish on the walks or the lawns in the park. Which looks better, a green field with only grass and trees in it, or a field sprinkled with lunch papers, boxes, fruit skins, etc? Where should all these things be placed?

How many liked the lake in the park? Why does it remind you of a mirror? What could you see in it? Would you like a mirror with spots all over it? There were spots on the park lake, what were they? Papers, an orange skin, the cover of a box, etc. Would the lake have looked prettier had they not been there? Were the people who threw those things into the lake good Americans? Why not? Good Americans try to keep the park beautiful. They remember it does not belong to one of them, but to all of them. We own the park. We were there today. Tomorrow some other owners will be there. We must keep the park beautiful for them. They must leave the park beautiful for others.

What work must be done in the park? Trees, flowers, paths must be looked after and protected from injury by the careless. Paths must be swept. Men must collect rubbish scattered by bad citizens. Policemen must be there to help citizens who need it. Sometimes there is a runaway horse and a mounted policeman must stop it. Often there are children lost, and the policeman must find their parents.

The park needs the work of a great many people. How can we help all these workers?

In some parks wild animals are kept. How are they kept from wandering away? Is it a wise thing to stand

close to the animal cages? Why not? The animal keepers do not want you to feed the animals. Why not?

II Good Citizens and Parks.

The following may be memorized.

A good citizen visiting a park will not:

1. Injure trees, shrubs, plants, or flowers.
2. Throw papers, and rubbish anywhere except into the rubbish can.
3. Walk on the grass, where there is a sign asking him not to.
4. Go close to the animal cages, or try to tease the animals.
5. Feed the animals.

Second Month.

III Dramatizations.

Part of the class room may be the park. The desks are trees. Books placed on the floor are flower beds. The aisles are the pathways; the waste basket, a rubbish can. Several citizens walk through the "park." The audience decides whether they are good or bad citizens, basing the decision upon the actions of the little actors.

Millie is a good citizen. She put her peanut shells in the rubbish can.

John is not a good citizen. He broke a branch, etc.

Chairs may be turned over, so as to form "cages," for a scene in the zoological department. The occupants may announce their identity. "I am a bear." I am a little red fox." "I am a lion," etc. A citizen approaches too close to the lion, and has his arm torn. A policeman sends for an ambulance. The ambulance arrives. The hurt boy is taken away. The policeman tells the crowd, it was the boy's fault and explains why.

A girl gives the fox a piece of cake. The fox swallows it and then sits down looking sick. A keeper approaches and asks the girl what she did. He tells her that foxes should not eat cake, and that if the fox gets very sick it will be her fault.

The children themselves will suggest many variations of these park scenes.

IV Libraries.

Many children make acquaintance with the Public Library before they reach 2B. In many classes, however, there are children who have never visited the library. The habitues may be formed into a committee to initiate the others. Invite them to bring their library cards, to show to the others. Call upon some of them to read the information on the card, and to tell a little about some book they borrowed and liked.

Pass the cards round the class, and get answers to the following questions.

Where is the nearest public library? Between what hours are children admitted? What must you do to get a card? What is the card for? How long can one keep a book? Why must you take great care of the book? Is there a place at home where you can safely leave the library book while you are in school? Would you like to join the library?

Arrange with the librarian to take the class to visit the library. Call attention to the cleanliness, the quiet. They should not come there unless they can keep it clean and quiet.

(To be continued.)

CIVICS.

3A

First Month.

I. Caution in alighting from cars.

1. Call upon the children to tell of instances in which people suffered injury from cars. They all have a collection of stories of such accidents. Lead them to formulate their own safety rules.

2. The following information should be given the children, and used as a basis for composition lessons, and dramatizations.

Before you try to board a car, find out where it stops. Cars usually stop at the near side of a cross street having another car line; they stop, or go slowly before approaching a school; they stop wherever there is a sign marked **Trolley Car Station**, or **Cars Stop Here**.

To signal a car to stop, walk toward the track as the car approaches, and raise your hand.

Take hold of the grip handle with your right hand, and step on board the car quickly. The conductor will then ring two bells, and the car will go on.

When you wish to get off, sign to the conductor. He will ring one bell and the car will stop.

Face the way the car is going while you are getting off.

If the conductor rings two bells before you are off, stand still. Two bells is the signal for the car to start. If it starts while you are getting off, you will fall and be hurt.

Do not run for a car. You may trip, fall, and be run over. It is better to wait for the next car.

II. Safety Always "Never."

1. The following "Nevers" were published in pamphlets issued by the Brooklyn Rapid Transit Company. The class may be asked to memorize them. A Safety Always match on the same plan as a spelling match, may be held. Divide the class into two opposing groups. Let the members of each group in turn give a "Never." Failure to recall one, sends the delinquent to his seat. The side with the greatest number standing, at the close of the match, wins.

Never jump on or off a moving car.

Never stand on the car step.

Never put your head or hands out of the car window.

Never get off a car facing the rear; with the left hand, take hold of the grip handle; face forward.

Never fail, on leaving a car, to look out for passing wagons and automobiles.

Never run in front of a passing car.

Never "hitch on" or steal rides behind street cars and wagons.

Never play on the car tracks.

Never forget to look out for other cars, automobiles or wagons when you pass behind a car.

Never take chances.

2. Paragraphs for oral and written reproduction.

I live on Siegel Street between Humboldt Street and Graham Avenue. The Graham Avenue car is the nearest. It stops at the near corner of Siegel Street.

The motorman drives the trolley car. The conductor takes up the fares. He signals the motorman when to stop, and when to go on. One bell means to stop. Two bells mean to go on.

Tom was going to see his aunt. The car passed just as he got to the corner. He ran after it. He tried to jump on. His foot slipped off the step. His leg went under the car. The wheels crushed it. He should have waited for the next car.

Mary was coming from her music lesson. The car came near her corner. She stood up and went to the door. The conductor did not see her. He was taking a fare at the other end of the car. He did not stop the car. Mary jumped off. She fell, and hurt her back. She will not be able to walk for a year.

What should Mary have done?

My cousin was run over by a wagon. He stepped off a car. He wanted to cross the street. He walked round the back of the car. He did not see the wagon at the other side of it. The horse knocked him down. The wheel went over his body. The driver put him in his wagon, and took him to the hospital.

Was the accident the driver's fault? What should the boy have done?

A little girl on our block was killed last week. She was playing in the street with another little girl. She ran across the street. She did not see the car coming. She was killed. The motorman tried to stop the car. He felt very sorry. He had children of his own.

Was this death the motorman's fault? Why could he not stop the car? Whose fault was it?

This is the right way to get off a car. Wait until the car stops. Face the way the car is going. Take hold of the grip handle in your left hand. Step to the ground with your right foot first. If you get off this way you will never fall.

Kate is absent today. Yesterday she went to see her married sister. She came home in the car. She took hold of the grip handle with her right hand. She faced the back of the car. The car started just as she got off. She fell on her face. Her nose, forehead, and chin were cut. Her glasses were broken. She was so frightened she never wants to see a car again. Today she is in bed.

Whose fault was all this?

John liked to play in the street. One day he ran after a car. He jumped on the step and stood there. He had a ride for three blocks. Then he saw the conductor coming. He jumped off in front of an automobile. The automobile went over him. An arm and a leg were broken. John's mother was angry with the chauffeur. She said he ought to be punished.

The person in the wrong was punished. Was it the chauffeur?

3. Suggestions for Dramatizations.

A row of desks may be used for a trolley car. A seat can take the place of the step. If a small gong cannot be found, the "conductor" will be glad to let his voice take its place in sounding one bell and two bells. Passengers may be selected to show the right and the wrong ways of entering and leaving the car. The audience can give criticisms, and advices. The conductor may be instructed to look the other way when a passenger wishes to alight. The audience is expected to watch the passenger's action and determine whether it is right or wrong.

Second Month.

III. Good manners in the car.

The following should be drawn to the children's attention.

1. It is not good manners for a child to remain seated in a car while an aged person stands. The child should rise, look straight at the standing person, smile, and say distinctly, "Won't you take my seat, please?" A boy should raise his cap while he makes this little speech. If this little scene is dramatized, the child taking the part of the aged person, should be taught to say, "Thank you, very much," and smile, while taking the seat.

Other persons to whom seats should be given: those obviously sick, women carrying small babies.

It is good manners for people in a car to occupy no more space than is necessary. The kind, polite person will move up to make room for a newcomer, and will not sit sideways to look out of the window, nor spread herself over more than one seat.

Children should not kneel on the seats to look out of the window. Their shoes may be dusty and may injure the clothing of the other passengers.

2. Dramatization.

Two rows of chairs facing each other may do duty for the car. Have two scenes, the first showing the car on the way to No Manners Town, and the second, showing the car on the way to Courtesy Center. In the No Manners Town car, the passengers sit spread out, and sideways, one kneels on the seat with feet sticking out into the middle of the car. Passengers enter: A woman with a baby, a very old man, a lame person with a crutch. No one pays any attention. The newcomers remain standing; one of them trips over the projecting feet and says, "I beg your pardon," but receives no answer.

Call for volunteers to fill the Courtesy Center car. They sit straight, with feet flat on the floor. A woman with a baby enters. A boy rises, lifts his cap, and says, "Take my seat." The woman says, "Thank you," and sits down. A lame man enters, a girl gives him her seat. An old man enters, a boy gives up his seat. A woman enters, and everyone moves up to make room for her.

The audience may be called upon for comments upon the behavior of the two sets of passengers, and for a comparison of one with the other.

IV. Safety in the Streets.

1. Let the children memorize some street "Don'ts." Illustrate them through dramatization and oral and written composition. The blackboard may be largely used for composition work in this grade. After a subject has been discussed by the class, the teacher may assign a topic, and send a group of children to the board to write a few sentences upon it. A list of difficult words, likely to be used, should previously have been placed upon the blackboard by the teacher. It will sometimes happen that a given topic will bring forward in the child's mind a chain of ideas differing altogether from that expected by the teacher. It should be remembered that this does not detract from the

value of the composition lesson. For instance, after a talk about safety in the street, a teacher wrote The Policeman on the blackboard, and called upon a child to write a few sentences. The teacher expected some remarks about traffic control. She got this:

I like a policeman. He stands outside the school. He is a big man. He walks across the street with me. I smile at him. He smiles back at me.

It was not the expected paragraph, but there was nothing the matter with the way in which it was expressed. To secure remarks about street safety, the topic should have been *How the Policeman Keeps the Street Safe*, or *How the Policeman Helps in the Street*.

2. Street "Don'ts."

Don't walk anywhere but on the sidewalk, unless you are crossing the street.

Don't forget to look both ways before you cross the street.

Don't cross anywhere except at the regular crossing

Don't run across the street.

Don't play ball in the street.

Don't throw stones in the street or anywhere else.

3. The sidewalks were made for people who are walking. The middle of the street is for wagons, cars, automobiles and other vehicles. The street is paved. Gutters run along each side of the street. The gutters lead to drains. When it rains the water runs along the gutters to the drains.

We must walk on the sidewalk. It is clean there. The traffic in the middle of the street stirs up dust. Sometimes there is mud in the middle of the street. If you walk there you will bring mud and dust into the house, or the school on your shoes.

The sidewalk is safe for walkers. Wagons, cars, automobiles use the middle of the street. They cannot harm you when you are on the sidewalk.

Policemen stand at busy street crossings. They stand at school crossings. They are there to keep the crossing safe. Cross the street where a policeman stands, if you can. He will stop the traffic until you get across.

If there is no policeman stand on the sidewalk at the crossing. Wait until there is no traffic. Look up and down the street. Be sure there is no car coming. Then, walk across quickly.

Do not run across a street. You might trip and fall. You might stumble against the car track. You might not be able to get up quickly. A car, or wagon might run over you, before you could get out of the way. Never hurry. It is better to wait a few minutes at a street crossing than to lie for weeks or months in a hospital.

It is dangerous to play ball in the street. It is not safe for the players. It is rude to the passersby. There is not room on the sidewalk to play ball. The ball will bounce into the street. Some one will go after it. A boy looking for a ball is not watching the traffic. He may be run down.

The grown people on the sidewalk have a right to use it. They should not have their hats knocked off by balls.

(To be Continued)

CIVICS.

3B.

First Month.

Safety and Caution.

I. Danger from fire.

1. There are fires every day in New York City. The loss, in lives and money, from fires in the United States is very great. Most fires are the result of carelessness on the part of some one. In order to reduce fire loss, we must begin in the school.

2. Let the children tell about fires they have seen, or heard of. They are all more than willing to launch into such stories. Lead them, through questions, to see that most of the fires were preventable.

The narratives will be something like the following:

There was a fire in my aunt's house. Her kitchen and her dining room were burned. She did not know how the fire started. She lit the gas, and went into the kitchen. When she came back the window curtains were on fire.

Questions on the above: Were the windows near the gas? Was there a globe or shade to protect the flame? Was there a window open? Was the wind blowing? What do you think might have happened? Was it wise to leave a gas flame near curtains?

II. Fire Don'ts.

1. Children may be asked to memorize the fire don'ts, issued sometime ago by the fire department of New York City. These things pass out of mind, unless they are recalled term after term.

2. Have a "Don't Bee" occasionally, on the same plan as a Spelling Bee. Divide the class into three groups: two contestant and one umpire group. The contending groups give "Don'ts" in turn. Those who fail, take their seats. The umpires question the others on the meaning of the "Don'ts", and on the corresponding "Do's." For instance:

Member of Group One. Don't let children play with matches.

Umpire. Why not?

Member of Group One. They are not old enough to be careful. They might start a fire.

Another Umpire. How can you keep matches away from children?

Member of Group One. Do not let the children know where they are kept. (Lock the matches in a safe place, etc.).

This will not take much time if hesitancy in answering, is looked upon as failure.

There is sometimes objection made to contests like the one suggested, on the ground that they are injurious to nervous children. Ill effects can be avoided, if no reproaches are permitted after the close of the contest, and if children conspicuously unfit to take part (those with speech defects for instance) are given some other work, the task of keeping count of the failures, or taking the names of the best speakers, or some such thing.

3. Don't.

Let children play with matches.

Go into a dark cellar, or closet, using a lighted candle or matches.

Use gasoline, naphtha, or benzine near a flame. Use them

by daylight, when no other light is needed.

Hang lace curtains near gas.

Pile up rubbish (old newspapers, boxes, sweepings, rags, etc.), in cellars, halls, or rooms where fire may reach it.

Keep anything, not even flower boxes, on the fire escape.

Set up a stove close to wood work, unless the woodwork is protected by sheet of metal (tin or zinc).

Use small gas burners on wooden tables.

Look for a gas leak with a lighted match.

III. The following should also be drilled upon until the ideas seem to have taken root in the children's minds.

1. In case of fire:

If you are in a public place ("movies," theater, church) walk quietly to the nearest exit.

Keep your lips closed. Do not scream.

Notify the fire department, by telephone, (just take the receiver off the hook, and say "I want to report a fire.") or by sending in an alarm. (Locate the fire alarm nearest your home).

If your clothing catches fire, roll on the floor.

If some one else is on fire, wrap something like a blanket, a rug, or a heavy curtain round them.

2. The Don'ts and the other suggestions give plenty of material for dramatization. The children will enjoy being the mother, the careless child, the fireman. We sometimes imagine that the children don't like to have the moral dragged out, and given the principal part in a story. Perhaps they don't. We teachers have a prosy way of impressing things. But when the lesson to be learned, is left to a child to present to other children, they all like it. If, in the dramatizations suggested by the foregoing and the following, it is understood that the fireman will hold the center of the stage and tell all hands what they ought to have done, there will be a rush for the part of fireman.

3. In the next house to our's there was a fire. The mother went out to buy the dinner. Two children were in the house. One of them struck a match. The other knocked it out of his hand. It fell on a pile of papers. The papers began to burn. The whole apartment was burned.

What was wrong in this house?

(1) The matches were kept where the children could reach them.

(2) Papers were piled up where they could take fire easily.

A girl was looking for her best shoes. She kept them in a dark closet. She took some matches with her. She struck the matches while she was looking for the shoes. A skirt caught fire. The girl's clothes got on fire. She was badly burned.

A neighbor of mine was burned. They think she will die. She lit the gas range. She turned away to do something else. She was too near the range. Her dress took fire. She ran out into the hall to get help. She should have rolled on the floor. That would have put the fire out.

One day my little sister was in the bedroom. She found a match. She lit it. Then she dropped it on her dress. The dress flamed up. She threw Jennie on the bed and wrapped the blankets round her. The fire was out in a minute. Mother spanked Jennie.

My grandmother uses gasoline to take spots out of

clothes. She does the cleaning on a fine day. Then she can hang the garment in the air until it is dry. It is dangerous to use gasoline near a flame.

I like to watch my mother cooking. One day she spilled some grease. It blazed up. I was frightened. Mother did not worry. She turned off the gas. Then she threw salt on the flames. They went out. I did not know we should use salt. I think I would have used water.

One day my aunt left my cousin Rebecca to cook the dinner. She was going to roast some meat. She lit the oven burners. In a few minutes, there was an explosion. The oven door was blown off. Rebecca was knocked down. The furniture was broken. Rebecca had forgotten to open the oven door. You must always open the door before you light the gas.

When I was a very little girl, I washed my doll's dresses. One day I hung a dress to dry on a line over the gas range. Mother did not see it. She lit the burner. The dress caught fire. Mother saw it in time. She quenched the flame. Then she told me never to hang anything inflammable near a flame. Inflammable things are those which catch fire easily.

We got a new stove today. There is a piece of tin fastened to the woodwork behind it. There is a metal mat to protect the floor under it. We do not want the new stove to start a fire.

IV. The Fire Department.

1. Visit the nearest fire house, if possible.

Before starting let the children realize that they are not just going out for a little walk, and to smile at some kind men who will smile back, as they did in lower grades. The class might be divided into groups, and each group given a definite question which they will be expected to answer orally or in writing on their return to their classroom.

2. Questions:

Where is the fire house? Between what two streets?

Describe a fireman's uniform, his coat, cap, buttons.

What does a fireman wear when he is going to fight a fire?

Where do the men get the water to put out a fire?

How does the water get from the hydrant to the flames?

Describe the engine.

What are the axes for?

What is the ladder for?

Describe the net. How is it used?

How does the engine get from the fire house to the fire?

What is the brass pole for?

Why must a fireman be young, strong, and brave?

Second Month.

V. Fire Drills in School.

1. Signal: Three strokes on the fire gong.

2. Rules:

Stop work at the sound of the gong.

Walk quickly through the exit assigned to your class, to your place in the street.

Keep silence.

Do not run; walk quickly.

Keep close together, no gaps in the ranks.

Keep to the right.

If your usual exit is closed, watch your teacher, and follow her closely through the exit she chooses.

VI. Exits.

1. Each child should know the location and number of the exit she is supposed to use.

2. Why do all exit doors open outward?

Show by dramatization, the danger of having the doors open any other way. Classroom doors, usually open inward. Select a group of children to run to the door in an effort to get out quickly.

Is it easy to open the door? No; the children are crowding against it.

What must the children do before the door can be opened? They must move back from the door, until there is room for it to swing back.

If a large number of children were hurrying out, could the door be opened? No; those in the back would not know why the others were moving away from the door. They might keep on crowding forward.

Why do class room doors open inward? It is more convenient. It is not dangerous in a class room because there are never very many children in it.

Is it wrong to have a house door open inward? How should a school exit door open? Why?

VII. How to help preserve the school from loss by fire:

1. Obey the fire drill rules.

2. Never bring matches to school.

3. If you see smoke, or smell anything burning, notify the nearest teacher.

4. If you see matches, oily rags, or anything else inflammable left where flames may reach them, let your teacher know.

5. Do not keep rubbish in your desk, nor drop it in the clothing closet.

VIII. Stories of the heroism of firemen.

The children can supply these. They may be asked to bring accounts, cut from newspapers, of the work done by firemen. These may be used to start a Fire Department Scrap Book. The book may be made from heavy wrapping paper; the sheets fastened together with brass fasteners, and the cover made of cardboard or cartridge paper. (These are all on the supply list). Newspaper clippings may be pasted in, and the book illustrated with pictures of firemen, apparatus, etc., gathered here and there by children and teacher.

The scrap book may be kept in an accessible place, for examination before the opening of the sessions, or children who finish their work correctly, ahead of the others, may have the privilege of looking through it.

Third Month.

IX. Instruction in Fire Rules.

1. Pupils coming to the school for the first time, should be handed over to a committee of two or three children for instruction in fire drill rules. These monitors should tell the newcomer how the alarm is given, what exit is used, and where the class stands in the street.

2. Children may be encouraged to tell foreigners or newcomers in the neighborhood, when they are violating fire department rules, and the penalties which may follow. This information is best given through the children; and should always be given with due regard for courtesy.

(To be Continued)

CIVICS.**4A.****First Month.****Our Country.. (Correlate with geography).**

1. Locate it upon the map, upon the globe.
2. Call attention to its size; to its favorable location, neither far enough north to be too cold, nor far enough south to be too warm.
3. The head of the country; the name of the President.

Our City.

1. Locate New York City.
2. Size: Second largest city in the world.
3. The head of the city; the name of the mayor.
4. Names of the boroughs.
5. Name of the president of the home borough.

Our School.

1. Location, number of pupils.
2. Head of the school; name of the principal. Learn to spell and write it correctly.

Necessity for a head for any kind of an organization. Let the children attempt to imagine what a country, a city, a school would be without a head.

The Family.

1. What it consists of.
 - (a) Father, mother, children.
2. Where it is located; let children tell where their homes are, and describe them.
3. Head of the family: the parents.
4. What the parents do for the family.
 - (a) Love their children. Ways in which love is shown: they provide a home, food, clothing, care in sickness, sympathy with all that interests their children, provision for future.
5. Support of the family: money supplied by the work of the parents.

(a) Father's work. Let children tell about the business their father is engaged in.

His place of business; near the home, or far from it.

The amount of time he spends at work.

The purpose of his work: to provide the comforts of life for his wife and family.

(b) Mother's work: keeping the house, which frequently includes caring for children, cleaning house, washing, cooking, marketing, buying and repairing the clothes of the family, and acting as nurse and doctor when circumstances require it.

Show the foolishness of the idea expressed by the child who says, "My mother doesn't work, she keeps house."

The work of parents for their children is rarely realized by the young people; but the father's work seems to meet more recognition than that of the mother. Children may be led to estimate the money value, according to current wages, of the work performed by the mother for one week. They are usually very much surprised at the total.

6. Rules of the Family.

The rules of the city are called ordinances. Lead the children to recall some of the city ordinances.

Recall some of the rules of the school.

(a) Why are rules necessary? Try to imagine a school

without rules. Picture a fire drill with each pupil getting out the way it best suited him.

Why rules are necessary in a family.

The makers of family rules. Why it is the parents' right to make rules.

(b) Rules made by parents should be obeyed by the children without question.

(c) Specific rules. Many children do not realize that there are rules to be obeyed in their homes. The informal way in which commands are given, prevents some children from recognizing that they are commands, and that they should be obeyed. It takes some questioning to bring out the various things that their parents have desired them, or forbidden them to do.

Children may tell some of the rules in their families. This may be followed by class discussion to bring out the wisdom of the rules. (Regulations that seem unwise should be ignored by the teacher. No criticism of parents should ever be permitted).

Some probable rules:

We must not stay in the street after seven o'clock.

We go to bed at nine o'clock.

We must get up as soon as my mother calls us.

I must take the baby to the park every day after school.

My sister and I wash the supper dishes.

We must clean our teeth after each meal, and before we go to bed.

We must hang our clothes in our own places in the closet.

I must help my little sister with her home work.

We must be kind to the younger children.

The foregoing topics may be used for oral composition. Questions may be presented, so that the answers to them will form paragraphs for written composition. The following are suggestions:

Our Country.

What is the name of our country? What is the title of the head of the country? What is the name of the president? Who enforces the laws?

Our City.

In what city do we live? What is the name of the head of the city?

Name the boroughs of New York City. In which borough do you live? What is the name of the borough president?

Our School.

What school do you attend? Where is it located? How many pupils go to it? What is the name of the principal? Who enforces the rules of the school?

My Family.

How many are there in your family? Give the name of each. Who is the head of the family? Who makes the rules for the family? Why does the family need rules?

Who makes the money to support the family? How does he make it? Does he travel far to his business? How long does he spend at it? Why does he take all that trouble?

Who keeps the house? Mention some of the things your mother does. Does she work hard? Why does she do it? Why does she want to make the family comfortable?

Family Rules.

Who rules the home? Why have the parents the right to make rules? What is the children's duty with regard to rules? Why should they keep rules cheerfully?

Tell about one rule your parents made. Why did they make that rule? What good will it do you to keep it?

(One rule in our home is, we must go to bed at nine o'clock. My parents say children need plenty of sleep. That is why they made that rule. I will grow up strong and healthy if I keep it).

Love.

How do parents feel about their children? How does your father show his love for you? How does your mother show her love?

Who earns the money for the rent, food, clothing? Who cooks your meals? Who sews for you? Who pets you when you are in trouble? Why do they both do these things?

Second Month.

7. Duties of Children.

(a) To love, honor, and obey their parents; how this love can be expressed. To show gratitude to them.

Let the children look up the word **gratitude** in the dictionary. Review the first month's work for reasons why parents have a right to expect love and gratitude.

How gratitude can be shown:

(1) By help given in the household. Children can make the work of the house lighter, by doing errands, washing dishes, taking care of their own clothing and other possessions, looking after younger children.

(2) By being content with the family circumstances; refraining from demands for new, or more expensive clothing, money for candy, "movies," etc., accepting the food given them, without grumbling; refraining from continual nagging to the tune of, "Mary and Morris has one, why can't I?"

(3) By being polite to parents, in tone, word, and action. Children may easily be led to see that the effect of polite words may be neutralized by the tone in which they are uttered, the look or action which accompanies them. A short dramatization, something like the following will bring out the point.

Characters: Sara Smiles, Hatty Helpful, Rachel Rude, Pauline Polite.

Action: Rachel and Pauline walk along the "street." Rachel drops a book. Neither girl sees it. Hatty runs forward picks up the book, and runs after the two.

Hatty. I think one of you dropped a book. (They both look at their books).

Pauline. It is not mine, but I thank you for your trouble.

Rachel. (Speaking quickly and roughly, and not looking at Hatty). The book is mine. Where did you get it?

Hattie. I found it on the street.

Rachel. (snatching the book, and still not looking at Hattie, and speaking in a rude tone). Thank you very much. (Walks on).

Sara Smiles comes along and drops a handkerchief. Hattie picks it up and hands it to the owner, as before.

Hattie. Is this your handkerchief?

Sara. (She looks for her handkerchief, then stops, looks straight at Hattie and smiles while she speaks). Yes, it is mine. Where did you get it?

Hattie. I found it in the street.

Sara. (Taking the handkerchief, slowly and gently, and smiling at the same time). Thank you very much. (She nods and smiles again at Hattie and walks on).

Which girl did you like best? They both used the same words; why did you like Sara better than Rachel?

How do you think these girls would act in their homes? (Select a group of children who think they can show how Sara acts when her mother asks her to mind the baby; how Rachel acts when her father wants her to do an errand).

(4) By keeping the rules made for the family good. Discuss rules again, and secure expressions of opinion about them. Introduce the idea of self-control. Wise people make themselves do the things that are best, not the things they want to do. When you are reading a story, and your mother wants you to go for milk, what is the thing you want to do? What is the right thing to do? Are you strong enough to make yourself do the right thing?

(5) By practicing thrift and economy in the use of food and clothing, and taking proper care of the furnishings of the home. Clothing can be conserved if it is properly repaired. Fourth year children should be able to sew on buttons, and hooks and eyes, and stitch small tears. "A stitch in time saves nine." Articles of clothing that are frequently brushed, and are folded or hung up, will last longer and look neater, than those dropped carelessly where they happen to be removed.

Furniture should not be scratched or otherwise marred. An effort should be made to avoid spotting table cloths, carpets, etc. Any damage done should be reported at once to parents, so that it can be repaired.

(b) To love sisters and brothers. Each child may enumerate the things she can do to help her elders and juniors in the family: obey elders left in charge; take the baby out when mother is busy; help the small children with their home work; play games with them; get them out of bed in the mornings, help to dress them; comfort them when they are hurt.

(c) To be kind to the aged and infirm. Ways of being kind: showing courtesy in manner and action; keeping the house quiet, when the old people desire it; reading to those whose eyes are dim; fetching and carrying for them; seeing that they get the most comfortable chairs; reminding others not to forget to include the aged in family festivities, etc.

(d) To show courtesy to parents. Good manners should be worn at home as well as abroad. A boy should raise his cap to his mother, when he meets her on the street, just as he does to his teacher.

The following are some specific suggestions for showing courtesy. They may be emphasized through dramatizations, showing first the wrong, and then the right aspect of the point to be made.

It is never right to push ahead of parents or elders, or to jostle them.

(Continued on Page 88)

CIVICS.

4B.

First Month.

Our country and our city. (See 4A, and correlate with geography).

1. Government of our country.

- (a) The people elect representatives to make the laws.
- (b) The President, who is at the head of the country sees that the laws are enforced.
- (c) The country is governed by the people who make the laws, and the President who enforces them.
- (d) It is the people's country, because the people govern it.

2. Government of our city.

- (a) The people elect the Mayor who is at the head of the city.
- (b) They elect the men who make the city ordinances.
- (c) It is the people's city because they govern it.
- (d) It is the children's city, because they will one day help to govern it.

Education.

Why is education more necessary for Americans, than it is for Chinese?

Do all the people help to govern the city and the country? How do people become citizens? By birth, or by "taking out their papers."

Do all citizens vote? Who would be most likely to vote wisely, educated or uneducated people? Why is it necessary for American citizens to be educated?

The School and its Government.

1. The purpose of schools.

- (a) To educate the people to become good Americans, so that they can rule their country wisely, and defend it, if necessary, bravely.
- (b) To train the people's minds and hands so that they can make a living for themselves and those dependent on them.
- (c) To make the people capable of enjoying the world they are in.

The aim in the study of the school should be to impress upon the children what is being done by the city, for their benefit. Money value appeals to many children. It may not be amiss for the teacher to furnish catalogs from manufacturers of school furnishings, publishers, stationers, etc. and permit the class to calculate the value of the equipment they use every day.

2. School work.

Important branches of school work:

(a) **English.** This is an English speaking country. It was settled principally by men who spoke the English language. Its laws and customs were borrowed from English-speaking peoples. Its public business is transacted in English. Its principal books, magazines, newspapers are published in English. Its President and its lawmakers discuss the country's welfare in English. In short, there is no such thing as an intelligently patriotic American who does not understand English.

The language difficulty is one of the obstacles to the Americanization of the foreigner. His children are frequently the only link between the alien and the American

public. The teacher should lose no opportunity of impressing upon the children the necessity for English speech, and correct English speech.

A small son or daughter can induce a parent to go to night school, and study English, when no one else can.

The possession of more than one language is laudable. Children should not be permitted to feel ashamed when overheard speaking some foreign tongue; but it should be indelibly impressed upon them that there is reason to be ashamed of any relative making and living in the United States and thriving under its laws, who speaks two or three languages, and does not include English among them.

It is worth while also to enlist the children in the cause of newspapers. If two come into the house, one at least should be in English. If only one paper is read in the home, that one should be in English.

Our experiences since 1914 are too recent to make it necessary to recall to any teacher, why these things should be. In presenting the matter to the children of course, no reference need be made to the conditions that woke the country to the need for greater activity in assimilating the alien.

(b) **Reading.** The ability to read is necessary for all good citizens. They must be able to find out the ideas of their fellow citizens recorded in books, magazines, newspapers. They should be able to read accounts of what the founders of our country did to build it up. For that enjoyment they should be able to read good literature.

(b) **Writing.** We must be able to write, so that we can communicate ideas to others, and keep records of things interesting to ourselves.

(c) **Arithmetic.** Arithmetic is needed in our daily lives. Let children enumerate the times in one day, for instance, that they used their ability to count, or do other work with numbers.

(d) **History.** We are proud of our country. Its history gives us reason to be intelligently proud of it. It is senseless for us to praise one country unless we know when, where, why, how it was founded, and how it is carried on.

Some children can, from their own or their parents' experience, contrast this, with other countries.

(e) **Geography.** Intelligent citizens wish to know the location, extent, climate, and products of this country and the other great countries of the world.

(f) Music, drawing, etc., give us an appreciation of the work of artists.

(g) Shop work teaches boys to use their hands. It gives them a chance to decide whether or not they wish to earn their living by manual work.

(h) Sewing and cooking are important in every household. Through them girls begin to acquire ability in house work.

(i) Physical training corrects defects in the body, strengthens and builds it up, and provides enjoyment.

3. Recreation.

The schools are centers for recreation.

The teacher might post on her classroom bulletin board, notices of playgrounds, recreation centers, and night schools, their location, hours, and conditions of admission.

Children should be encouraged to take such information home.

An occasional composition period might be devoted to writing notes like the following, the notes to be taken home by the children.

My dear Father,

There is a night school at P. S. 23. There is a class for men who want to learn English. I thought you would like to know. The hours are from seven to nine. You can join any time. I am

Your loving child,
Gertrude Gold.

My dear Sister,

There is a recreation center in P. S. 99. They have a dancing class. You said you wanted to learn some new steps. Why don't you go there? I remain

Lovingly yours,
Sara Silver.

My dear Mother,

There is a cooking class in P. S. 44. It meets in the evenings from seven to nine. It is for people who cook for their families. They are learning how to conserve meat. I thought you would like to know about it.

* * * * *

You said you would like to visit the West. There will be a lecture on the Western States in this school. It will take place on Wednesday evening at eight o'clock. The lecturer will show stereopticon views. Don't you think you should attend?

4. Playgrounds.

Located in school yards, portions of parks set aside for that purpose, and especially enclosed play spaces used for no other purpose.

The class should visit the nearest playground, and observe its location, the hours during which it may be used, the games that may be played there, the safety guaranteed by the presence of an attendant.

Recall (from work of previous grade) places dangerous for playing: the street, the roof, the cellar. Places where games annoy other people: the halls, stairs, and stoops of houses. Dangerous playthings: anything inflammable or combustible, matches, fire crackers, etc., anything with sharp cutting edges, knives, tin, glass.

What are the advantages of the use of the playground?

What are the duties of the attendant?

In what ways can the children who go to the playground help the attendant, and show respect for the city's property?

What are some of the expenses of a playground?
Ground, apparatus, salary.

Who pays for those things, and how?

5. Making up lost time.

Vacation schools and continuation classes are established in many parts of the city.

They are open for part of the day during the summer vacation.

Purpose: To give pupils who have lost time during the school year, a chance to regain lost ground. To give extra work and individual attention to pupils who are weak in any important subject.

Let pupils find out, from Board of Education circulars, the location of these schools, the hours, the conditions of admission.

Why are pupils below the fifth year excluded from these classes?

The foregoing topics may be used for composition and dramatization. After the subjects have been discussed, the teacher may place a series of connected questions on the blackboard permit the children to answer them in writing.

Why must Americans be well educated? Who help to govern the United States? How can a man born in Europe become a citizen? How can a child begin to get ready to vote?

Name some important school studies. Tell why you think they are important. Why should all Americans study history?

What is the language of the United States? Why should every citizen learn to speak English correctly? How can children help their parents, born elsewhere, to speak English?

What newspapers come into your home? In what language are they printed? Why is it best to have an English newspaper? What is a person to do who does not understand English. Where can a grown person learn English?

What language did Washington speak? What language does President Wilson use? Can you think of any good reason why a citizen should not understand English?

Is it a good thing to know more than one language? Why? In what schools are languages taught? What would you think of a person who made a home here and did not learn English?

Where are the recreation centers in this neighborhood? What is done at recreation centers? Who are admitted? What are the hours? Is there any one in your house that you might tell about the recreation center?

If your big sister wanted to know how to trim a hat, where could she go? What other classes are in that evening school? Who are admitted there? What are the hours?

Where could I go to learn to swim? What other things does the city teach in every school? Who, in your family goes to the recreation center? Who goes to evening school? Who attends lectures?

Second Month.

6. School Buildings.

(a) Location of the schools in the neighborhood.

(b) Approximate size (in rooms) of each.

(c) Character of structure; how placed with regard to the streets. What side receives the sun?

(d) Rooms: regular class rooms, kindergarten, gymnasium, music room, sewing room, domestic science room, offices, store rooms, library, shop, bath, toilets, playground. How they are placed with regard to light and air. The uses of each. Grades which use the special rooms.

7. Halls and stairways.

(a) Number of halls, location. Number of stairways, location. Why halls are wide. Why stairways are enclosed. Why doors opening on stairways must be kept closed. Why doors and stairways are numbered. How

(Continued on Page 88)

Outlines in Civics—Fifth and Sixth Years.

5A

First Month.

Food.

I. Transportation of food from the farmer to the people.
1. Distance of source of supply. Large cities are far from dairy farms, wheat fields, etc. Where does New York City get its milk butter, meat, flour, fruit? Reference to the map of the United States.

2. How handled: wagons, railroads, ships, delivery vans, market baskets. People employed.

3. Local markets and stores. Visit them if possible. (Dealers usually welcome a visiting class if arrangements are made to visit when there is not a rush of customers.) See contrivances for keeping food in good condition.

II. Inspection of food.

1. Necessity for inspection. How spoiled food is detected. What becomes of it. Danger to the community if it were sold.

2. By whom is food inspected? Who appoints them? Who pays them? How the money is raised.

3. Punishment of selling spoiled food: Specific instances culled from the newspapers, or narrated by the children.

4. Duty of citizens to report those dealing in spoiled food.

II. Milk stations.

1. Purpose.

2. How conducted. Visit the nearest milk station. Introduce the children: let them ascertain the hours it is open.

3. Gains. Consider the rent, salaries of attendants, other expenses. Why it was worth while to open it. Who pays? How?

IV. Food problems of today in connection with the war.

1. Transportation difficulties: railroads needed for troop movements, and supplies; ships diminished in number by former U boat warfare; lack of men on farms, in shops, in shipyards; stoppage of immigration.

2. High prices. Lack of labor, increase in wages, transportation difficulties. Children will give instances of increase in prices made necessary in their fathers' stores or business.

3. Food conservation as a patriotic duty:

(a) Last year, to feed our fighters, and our allies to enable them to win the war.

(b) This year, to feed all the countries suffering food shortage as a consequence of the war.

Second Month.

Water.

I. Trace water system from stream to faucet. Show pictures of brooks, streams, rivers. Country wells. How city people obtain water. Pictures of the Ashokan dam. Tell how houses and villages were cleared to make room for the reservoir. Why that was necessary.

II. Cost of maintaining a water system.

1. Who pays for it. How the money is raised.

2. How the amount of water to be paid for is ascertained.

3. Leaks: damage to property, loss to city, inconvenience to people.

III. Uses of water: food value, cleansing properties.

Advantages of a water system; necessity for supervision of water supply; contamination of water supply; typhoid fever and other diseases.

IV. Duties of citizens with regard to the use of water.

1. Use plenty for all legitimate purposes.

2. See that it is not wasted, turn the water off, when it is not being used.

3. See that leaks are repaired at once, and that washers are in good condition.

Third Month.

Light.

I. Kinds of artificial light and their use.

1. Advantage of gas and electric light over oil lamps and candles. Precautions to ensure safety in the use of these.

2. Why we need so much artificial light; built up conditions in cities.

3. Sun light, the best to work by; children should get home work done before nightfall.

II. Gas system.

1. Gas houses; manufacture of gas.

2. Gas mains, pipes, burners, mantles.

3. Gas meters. Inspect a meter; find out how to read it.

4. Uses of gas: lighting, cooking. Precautions in use.

5. Leaks: how perceived; what not to do in locating leaks.

III. Electric system.

1. Benjamin Franklin, Thomas A. Edison.

2. Edison power house, and its branches.

(a) Location.

(b) Purpose: light, power.

3. Wires: possible danger in connection with them. Report broken wires.

4. Electric meters.

IV. Light and its relation to the war.

1. Coal, and its relation to light.

2. High price of coal; war works, shortage of labor.

3. Conservation of coal, and therefore of light, necessary, until peace conditions are established.

4. Thrift in use of light at home. Report to a teacher, any useless burning of lights in school.

Fourth Month.

Sewerage.

I. Trace system from home to sea.

1. Toilet, sink, cistern, pipes, mainsewer.

2. Care needed to avoid clogging pipes. Cleanliness.

II. Importance of sewer system.

1. Cleanliness of the home.

2. Health of the family; disease caused by bad drainage; polluted air, and water. (In some sections of the city children, particularly boys, need to be told quite plainly that waste from the human body should be deposited in the toilets provided in all homes and most public buildings, and not upon the public streets.)

III. Cost of maintaining the sewer system.

1. Who pays?

2. How the money is raised.

IV. Duties of citizens.

1. Care of drains in the home; cleaning sink and toilet

pipes; see that no foreign matter finds its way into them.

2. Care of public drains.

(a) In parks.

(b) On the street; locate drain openings. Show how obstructing drains, raises the cost of operating the sewer system, and eventually raises taxes and rents.

Fifth Month.

Public Utilities.

I. Telephone.

1. Alexander Graham Bell.

2. Advantages, in business and social life.

3. Wiring of city and home.

4. Simple explanation of the way messages are carried.

5. Sending and receiving a telephone call. Good manners at the telephone.

II. Telegraph.

1. Samuel F. B. Morse.

2. Advantages; comparison with the telephone.

3. Wiring.

4. Simple explanation of the way messages are carried.

III Car lines.

1. Ownership.

2. General idea of how cars are operated.

3. Good manners in public conveyances.

IV. Duties of citizens in using public conveniences.

1. Do not monopolize them. Remember that others have the same right as we have, to their use.

2. Do not blame employees for the faults of systems. Complain to the manager; do not scold the telephone operator, nor the telegraph boy, nor the car conductor.

5B

First Month.

Fire Department.

I. Engine house.

1. Location of engine house, nearest school, nearest home. Visit an engine house if possible.

2. Description of engine house.

(a) Apparatus, poles, horses, harness, alarm, cleanliness of house; apparatus in detail: ladders, ropes, life nets, hose, engines, axes, searchlight; the uses of each.

(b) Firemen's quarters; hours of duty, salary.

3. Description of typical fire man: young, strong, quick-witted, courageous. Why these qualifications are necessary.

II. Alarm box.

1. Locate one near the school, near home.

2. Color; reason for bright color.

3. How to give an alarm.

III. Principal causes of fires.

1. Intent. Look up the word arson in the dictionary.

2. Carelessness. Keeping and using matches carelessly. Insufficient precautions in storing and using combustibles.

3. Explosion; usually confined to shops or laboratories; due to insufficient knowledge of the properties of chemicals, and to carelessness.

IV. How citizens can help the fire department.

1. By preventing fires, caution in the use of matches, kerosene, benzine, naphtha, gasoline, alcohol.

2. By obeying the rules of the fire department; avoiding

the accumulation of rubbish in cellars, air shafts, store rooms; reporting such accumulations to the landlord, or the fire department; keeping fire escapes clear.

3. By making known the rules of the fire department to the ignorant; and telling them that inspectors are sent to investigate, and fine the disobedient.

IV. Fireboats.

1. Location. Visit one, if possible.

2. Apparatus.

3. Uses.

V. Expenses of fire department: house, apparatus, salaries. How the money is raised.

VI. Heroism of the fire fighters. Anecdotes, and personal experiences.

Second Month.

Enjoyment.

I. Parks and play grounds.

1. Uses of parks.

(a) Pleasure and health: afford open spaces where pure air and sunshine may be enjoyed. Arrangement of trees, shrubs, flowers please the eye.

(b) Museums are located in parks in this city. Metropolitan Museum, Brooklyn Institute Museum, Children's Museum.

(c) Animal collections: Prospect Park, Bronx Park.

(d) Plant collections: Bronx Park.

(e) Visit to some of the above.

II. Care of Parks.

1. Observe signs, and avoid destruction of property.

Read notices found in all parks that proclaim penalties for vandalism.

2. Respect for rights of others.

3. Public property.

III. Locate the nearest park; visit it, if possible. What car lines are most convenient to it?

Large parks in city: Central, Bronx, Prospect, Pelham Bay, Forest. Locate each on the city map. How to reach them.

Custodians: their duties.

Police: why they are needed in the parks.

IV. Playgrounds.

1. Nearest playground. Visit it. Let the pupils find out by observation the advantages to be gained by attendance.

2. Uses of playgrounds.

(a) Different forms of recreation presented. Why it is better to play in the playground than in the street.

(b) Equipment.

3. Custodians; their duties: how citizens can help their work.

4. Expenses of playgrounds: ground fence, apparatus, salaries. How expenses are met. How money is raised. What return does the city get for money so spent?

V. Schools yards and gymnasiums.

1. Apparatus.

2. Use.

3. Ethics: fairness in games, courtesy, regard for the rights and the feelings of others.

4. Effects on the character.

VI. Public baths.

1. Location of the nearest. Hours of use. Conditions of admission.
2. Necessity for public baths. Swimming lessons; advantages of knowing how to swim.
3. Custodian; duties.
4. Expenses; how met.

Third Month.

Health.

- I. School examination of children.
 1. Inspection by teacher, doctor, nurse. How the inspection helps toward health.
 2. Quarantine; for what diseases; how long. Penalties for failure to report contagious disease.
 3. Dispensaries. Locate the nearest.
 4. Vaccination; reason; vaccination certificates required before admission to school.
- II. Health inspection of homes and public buildings.
 1. Duties of health inspectors in homes.
 - (a) Instruction in care of diseases.
 - (b) Placard on door in case of contagious disease.
 - (c) Disinfection of infected premises.
 2. Duties of health inspectors in public buildings; stores, depots, ferries, public conveniences.
- III. Inspection of food.

(Review the safeguarding of food as given in 5a.)

 1. To condemn spoiled or harmful foods.
 2. To see that the water supply is pure.
- IV. Child Labor Law.
 1. Explanation of the necessity for it.
 2. Effect of too early work upon the health of the child.
 3. Employment certificate.
 - (a) Conditions under which it is issued by the Board of Health.
 - (b) Birth record; the importance of securing and keeping it.
 - (c) Penalties for employers of children, without working papers.

Fourth Month.

Police Department.

- I. Policemen.
 1. Uniform, necessity for uniform; badge.
 2. Station house, precinct, beat.
 3. Salary.
 4. Description of typical policeman; reasons for qualifications.
- II. Duties.
 1. To protect citizens property.
 2. To direct strangers.
 3. To control traffic.
 4. To prevent crime; to find and arrest criminals.
 5. To carry out laws.
 6. To call ambulance, fire engines, etc.
- III. Location of police station nearest home, nearest school. In which precinct are home and school located. How to communicate with the police department.
- IV. Patrol wagon, patrol boats.
 1. Uses.
 2. Where kept.

3. How summoned and by whom; police department telephones.

V. How citizens can help the police department.

1. By reporting accidents; report to patrolman on beat, or telephone to the station house.
2. By reporting fires, or conditions that might lead to fires.
3. By reporting crime; being willing to appear in court, against criminals; refusing aid to criminals.
4. By obeying city ordinances governing traffic, non-obstruction of streets, obtaining of licenses, (for peddling, parading, holding meetings etc.)
5. By spreading knowledge of city ordinances, among the ignorant.

Fifth Month.

Street Cleaning.

- I. Street cleaners.
 1. Uniform: sanitary reasons for washable uniforms.
 2. Section.
 3. Duties: sweeping, hose flushing of streets, removal of snow.
 4. Tools: shovel, brush, waste can, wagon.
 5. Salary.
- II. Removal of ashes and garbage.
 1. Reasons for removal. Rules for separation of garbage from papers and other rubbish. Necessity for keeping garbage covered.
 2. Disposal of garbage and other waste. Revenue derived by city from waste.
- III. Duties of citizens.
 1. Use of separate receptacles for ashes, garbage, papers.
 2. Prevention of accumulation of rubbish in cellars, shafts, gutters, sewers, and on fire escapes.
 3. Cleanliness of waste receptacles, regularity in disposing of waste.
- IV. Review Fire, Police, Street Cleaning Departments. Emphasize the necessity of co-operation between all citizens and all city departments. Co-operation as a factor in lowering the expense of operation. Ultimate gain to the citizen.

6A

First Month.

City Institutions.

- New York City: location, division into boroughs, population, prominence as a part, manufacturing center.
- I. Mayor, name of present Mayor.
 1. How elected: by the voters of the city.
 2. Term: four years.
 3. Salary: \$15,000 annually.
 4. Duties:
 - (a) To enforce city laws and ordinances.
 - (b) To appoint the heads of the Police, Fire, Street Cleaning, Health, Parks, Water, Tax and other departments.
 - (c) To appoint the members of the Board of Education.
 - (d) To see that all city departments are efficient, and to remove inefficient commissioners.
 - (e) To veto laws passed by the State Legislature if they are detrimental to the welfare of New York City. (Such

laws can be passed by the legislature, over the Mayor's veto.)

II. Board of Aldermen.

1. The law-making, or ordinance passing body of the city.

2. Members: President of the Board of Aldermen, five Borough Presidents, one alderman from each of seventy three Aldermanic Districts of New York City.

3. Election of members by voters of the city. Qualifications of voters.

4. Term of office: two years.

5. Meetings: once a month (except in summer) in City Hall, Manhattan.

6. Duties:

(a) To pass ordinances for the government of the city.

7. President of the Board of Aldermen.

(a) Name of present incumbent.

(b) Duties:

(1) To preside at meetings of the Board.

(2) To act as Mayor of the city, when the elected Mayor is absent.

(3) To be a member of the Board of Estimate and Apportionment.

I. Borough Government.

1. Purpose: Each borough has its own government in order to attend to its local affairs such as the condition of streets, sewers, buildings, etc.

2. Borough President of Home Borough: Name politics.

1. How elected: By voters of his own borough.

2. Term: four years. Office, Borough Hall; location.

3. Salary.

4. Duties and privileges.

(a) He is a member of the Board of Estimate and Apportionment.

(b) He appoints all heads of departments in his own borough.

(c) He obtains, and is responsible for, all public works and improvements in his borough.

Second Month.

I. Board of Estimate and Apportionment.

Most important city department.

1. Members, and the number of votes to which each is entitled.

(a) Mayor, three votes.

(b) President of the Board of Aldermen, three votes.

(c) Comptroller, three votes.

(d) Borough presidents: Presidents of Manhattan and Brooklyn, two votes each. Presidents of Bronx, Richmond, and Queens, one vote each.

2. The Comptroller.

(a) How elected.

(b) Term of office.

(c) Duties: direction of financial affairs of New York city.

3. Duties of the Board of Estimate and Apportionment.

(a) Determines the needs, and the probable expenses of the city.

(b) Makes up the City Budget, after receiving estimates

of money needed by each city department.

(c) Appropriates money for public improvements.

(d) Issues city bonds.

(e) Grants franchises to transportation companies.

1. How New York City raises money.

1. Taxes, definition.

2. Kinds: property, water, personal.

3. Board of Taxes and Assessments; seven members appointed by the Mayor.

(a) Duties.

Decides the value of all taxable property, real and personal.

II. Licenses.

1. What is meant by a "license."

2. Kinds: Licensing of public taxicabs, hack drivers, street stands, push carts, news stands, motion picture houses, theatres, dance-halls, etc.

III. What is done with money obtained through taxes and licenses.

1. Pays city employees.

2. Pays for improvements etc.

Third Month.

I. Courts.

Difference between a civil and a criminal court.

1. Civil courts try suits involving property rights, landlord-tenant cases, etc.

2. Criminal courts try thefts, murder, larceny, burglary cases, etc.

II. Offices of Court.

1. Judge or judges.

2. Chief clerk.

3. Court stenographer.

4. Attendants.

III. Jury.

1. What it is; number of members.

2. Chosen from a list of voters, compiled annually.

3. Qualifications for a jurymen.

IV. Witnesses.

1. Persons who have knowledge of the case to be tried may be subpoenaed to appear before the court and state what he knows.

2. Examination of witnesses by lawyers of both sides.

3. Taking the oath. Meaning of perjury. Penalty.

4. How cases are decided; verdict of the jury.

5. Sentence passed by the judge.

I. The Children's Court.

1. Purpose: to try cases in which children are concerned.

2. Judge: one who understands, and has sympathy with childhood.

3. Kinds of cases tried: theft, ball-playing in forbidden places, truancy, etc.

II. Work of Probation Officers.

III. Reformatory, Truant or Parental Schools.

IV. Parole. If placed on parols a truant must promise to attend school regularly or he will be sent to a Parental School.

The Department of Health.

I. Necessity for this department.

1. To prevent the spread of disease.

2. To preserve the health of the people of the city.
3. To prevent and remedy unsanitary living conditions.
- II. Work of Health Inspectors.
 1. To enforce the rules of the Sanitary Code.
 2. Health inspectors, aided by squad of police who can be recognized by the insignia on their sleeves: three bars with flag under them.

Fouth Month.

- I. Rules of the Department of Health.
 1. Spitting on sidewalks, floors of public buildings, cars, shops, etc., is forbidden.
 2. Transportation companies must clean their cars daily.
 3. Soiled clothes are not to be carried in any public conveyance.
 4. Contagious diseases must be reported to the Board of Health by attending physicians.
 5. Health inspectors are authorized to establish quarantine against contagious disease.
- II. Value and cost of the Department of Health.
 1. Approximate cost for the current year.
 2. Decrease of the death rate in New York City.
 3. Decrease in deaths of infants from the use of impure milk.

III. Health inspection of school children.

1. Purpose: to improve the physical condition of children.
2. To correct physical defects.
3. Work of medical inspectors and nurses.
4. Work and purpose of Milk Stations.
- I. Department of Education.
 1. Purpose of free education in America; relation between education and democracy.
 2. How schools are supported by city and state. Money raised by taxation.
 3. Care of school property.
 4. Cooperation between teachers and parents.
 5. Board of Education of New York City.
- I. Department of Parks.
 1. Necessity for Parks: breathing and amusement places in crowded city.

2. Supervision: three commissioners appointed by Mayor.

3. Members of department: gardeners, curators, scientists, naturalists, workmen, drivers, etc., employed under civil service rules.

II. Duties:

1. To keep parks beautiful, useful, and to protect them from injury.

2. Principal Parks:—Central, Prospect, Bronx, Forest, Van Cortlandt, Pelham Bay. Location; how reached.

1. Department of Charities.

1. Purpose: Care of city's dependents.

2. Officers: Commissioner and deputies.

3. Charitable Institutions: hospitals for sick, infirmaries, asylums for blind or deaf, homes for poor, aged, infirm, orphans, etc.

4. Homes and asylums on Blackwell's, Ward's, Hart's Islands.

5. Lodging houses.

6. Hospitals and dispensaries.
7. Society for Prevention of Cruelty to Children.
8. Society for Prevention of Cruelty to Animals.
9. Cost of this department. Gifts to different organizations by citizens.

II. Reciprocal Duties of Citizens.

1. To know location of public buildings.
2. To take an interest in the business transacted at City Hall or his own Borough Hall.

Fifth Month.

3. Duties of citizens: to refrain from injuring grass, trees, flowers, etc., to prevent others from injuring park property, to refrain from littering lawns and walks with paper and other waste.

4. Approximate cost for current year.

III. Additional duties of Park Department.

1. To care for museum buildings: Metropolitan Museum, Brooklyn Institute Museum, American Museum of Natural History.

2. To care for Zoological collections: Bronx Park, Prospect Park.

3. To care for Botanical collections: Bronx Park, Central Park.

4. To make use of the schools, libraries, parks, museums, etc.

5. To protect public property from injury by careless handling, fire, or wanton destruction.

6B.

First Month.

I. Good Citizenship.

1. At home; shown by courtesy and helpfulness to the family.

2. In the streets and public places; shown by obedience to laws and city ordinances, and courtesy to the public.

3. At school; shown by readiness to cooperate with teachers and classmates.

II. Necessity for Government.

References to condition of the United States before the adoption of the Constitution, and to contemporary anarchistic outbreaks in Europe.

III. Citizen's Responsibilities.

1. Right of Suffrage by whom exercised.

2. Primaries when held, and for what purpose.

3. Registration; why necessary; when and where.

4. Dates of Election.

5. The Ballot; show sample ballot; hold a class election with voting by ballot.

6. Election officers'; duties.

Second Month.

7. Majority and plurality; explanation, and illustration of terms. Officials elected by majority, plurality of votes.

8. Duty of voter.

9. Danger of neglecting duty. Patriotic citizens vote according to conscience. Danger to the country if patriots do not take part in the government.

I. How Foreigners Become Citizens.

1. Naturalization.

2. United States laws regarding those who wish to become citizens.

(To be Continued)

Teaching the World War—Sixth, Seventh and Eighth Years

The Aim and Purposes of Teaching the World War.

The approach to the outstanding facts and ideals of the World War is not by a systematic and thorough treatment of its various phases when presented to the upper grades of the elementary school and to pupils of the High School. Such a procedure comes later. Fundamentally, the treatment in the earlier stages of the approach should be along the lines of developing concepts that underlie the facts, ideas and ideals that brought on the European conflagration. The conflict of ideas and ideals of the contending sides resulted in the utter overthrow of autocracy and will end with the enthronement of democracy in the leading nations of the earth.

The essential aim in touching on the World War, is to fix strongly in the minds of children the great difference, or cleavage, between the two sets of ideas and ideals of the warring nations. Pupils should be led to see that the chasm separating Prussianism and democracy could not have been permanently bridged; that no compromise during or after the war, was possible; that the demand of the Allies and the United States for an "unconditional surrender" and a dictated peace, became an absolute and paramount necessity to make the world safe for democracy and for the security of a permanent peace throughout the world.

These impressions, ideas and ideals must be clearly, distinctly and deeply marked in the minds of the present and future generations.

So, too, the great lesson taught by Russia's recent experiences must be deeply impressed. In that forlorn land, where revolution has seized a disorganized people, their delay in meeting triumphantly the problems of the world crisis, seems to have permitted the blind to lead the blind, until now law, order, and real freedom are practically in abeyance among this people, who so long have striven to cast off the shackles of almost universal bondage.

The dangers of Bolshevism threatening the welfare and peace of a state, are as great as the menace of Prussianism. Class domination within a country, whether by the proletariat or by a plutocracy, threatens the peace and security of a nation as such as do foes without. Sound Americanism will require that our social, political, and industrial problems shall be settled by proper representation, and co-operation as well as by the principles of justice and equity. The revolutionary spirit and the clash of the classes must be early nipped in the bud by inculcating clearly, definitely and deeply in the minds of the rising generations, the sound principles of justice so far as they come within their comprehension. It should be possible to lead even young children to see that in a country like ours, abuses can be abolished better through the orderly processes of the law, than through any sudden upheaval of any one group of people. History seems to show that revolution, like war, is sometimes necessary, but that very often it results in avoidable economic waste.

The rule of law, of reason, justice and righteousness as well as the principle of co-operation, when once generally

accepted and applied, will forever quell the revolutionary tendencies that are bound to crop up during and after the period of reconstruction and re-adjustment. The problems of the transition period, and the post transition period will have to be wisely settled, if justice is to be meted out to all classes.

To forestall the licenses of Bolshevism in this land of free, the teachers of the nation will be called upon to create in the minds of the children, impressions, ideas and ideals that will result in the maintenance of a permanent peace in this land we all so dearly love.

We met our arch enemy during the recent war, unprepared for the great task that lay before us. Side by side with our noble Allies we fought, and maintained our supremacy on land, sea, and air because of the initiative, self-direction, and independence of our heroic men and women, fostered by our system of education, and because of the patriotic lessons and sound principles of morality instilled in the youth of the land by its host of self-sacrificing teachers.

Therefore, will we not forget that the aims of teaching the facts of the World War emphasize the creating in the plastic mind of the child, the lasting impressions, ideas and ideals that motivated this country to enter the conflict of the World cataclysm with a unanimity of purpose never before known nor displayed by any free people. The hope and opportunity of this country centers in the character and efficiency of its schools and in their ability to send forth a citizenry that will fulfill its high destiny and mission in the world.

The following questions, answers, and comments are offered as a help in the introduction to a study of the war. They contain words and phrases, that the pupil meets in his reading of newspapers and magazines that have not yet found their way into dictionaries.

ONE HUNDRED QUESTIONS ON THE ELEMENTALS OF THE WORLD WAR WITH ANSWERS AND COMMENTS.

- (a) What is a "dictated peace"? (b) A "peace without victory"? (c) A "peace with victory"? (d) A peace by negotiation? (e) A "restricted peace"? (f) A "peace of justice" in the present war.

(a) A dictated peace is a peace enforced by the conqueror upon the conquered.

(b) A peace without victory is one in which the decision of the war is left undetermined by force of arms. It is a "draw."

(c) A peace with victory is one that is effected by a decision of arms.

(d) A peace by negotiation is one not entirely settled by force of arms. It is one that is concluded by diplomacy between representatives of the warring nations.

(e) A restricted peace is one which is limited by territorial area and duration of time. The cessation of hostilities in the restricted area and for the restricted period of time allowed the emissaries of the German

government to confer with Foch, on the terms of the armistice, constituted a restricted peace.

(f) The following political readjustments have been proposed by Senator Lodge and others as a peace of justice in the present war:

The restoration of Belgium including the payment of indemnities; indemnities for England and France; the return of Alsace and Lorraine to France; the cession of the Italian portion of Austria Hungary around Trieste and including it, to Italy; the independence of Serbia, Roumania and Poland; the security of Greece; autonomy for the Jugo-Slavs and Czecho-Slovaks; the restoration of the provinces in western Russia to Russia; and Constantinople to be made a free port.

The real peace of justice is yet to be outlined by the Versailles Congress.

2. (a) What is an armistice? A truce? State the difference.

(a) An armistice is a temporary cessation of hostilities by signed agreement. The most recent armistice included the surrender of arms, materials and munitions of war, large numbers of cruisers, dreadnoughts, submarines, aircraft and locomotives, military, naval and submarine defenses and bases, also the evacuation of all invaded territory by the armies of the Central Powers, and the occupation by the Allied forces and the U. S. of German territory in hostage, and three strategic positions on the Rhine.

(b) A truce is a temporary suspension of hostilities by mutual agreement of the belligerents.

(c) An armistice is a truce but not every truce need necessarily be an armistice. The former term is applicable only when it is evident that one of the belligerents must surrender to the other before there is a complete victory of arms. A truce might exist by agreement without the surrender of arms of any kind whatever.

3. What is meant by a "cessation of hostilities"?
It means the end of actual fighting by covenanted agreement of both belligerents. It may be of temporary or permanent duration.

4. What is a "peace offensive"?
A peace offensive is a peace propaganda whose purpose is to break the morale of the enemy. Its form may be intrigue or camouflage and its field of operation, the civilian population as well as the military. Dissemination may be made by the press or by appointed and self-appointed agents of the government initiation the "peace offensive."

5. (a) What is a peace table? (b) Who originated the fourteen famous principles of peace?

(a) A peace table is the table about which the delegates will meet.

(b) President Wilson originated the fourteen principles or bases for the establishment of a permanent peace in the world. These fourteen points have been accepted by England, France, Italy and the new German government as a base of a permanent peace.

6. Explain the difference between a diplomatic and a military victory.

A diplomatic victory is one in which peace is obtained not by a complete decision of arms, but by negotiation between those in civil or political authority in the belligerent countries. A military victory is one which is determined by supremacy of arms.

7. What is a pacifist?

A pacifist in its obnoxious sense is one who is opposed to war regardless of whether the cause of his country is righteous or not. He would leave the settlement of differences entirely to the courts of arbitration. His doctrine fails him, however, when his country is attacked by superior forces, when it is threatened by a nation that has lost all sense of justice, right, civilization and humanity and developed a will and a dream to dominate the earth. In such a crisis the pacifist disavows his loyalty and patriotism and permits to be trampled in the dust the things most sacred and most dear to civilization and to the world.

8. (a) State the meaning of indemnity; (b) of restoration; (c) of restitution; (d) of reparation; (e) of guarantees.

An indemnity is that which is given as a compensation for a loss. The compensation is usually in terms of money, or the assumption of a fixed debt upon which a fixed interest is collected, and a certain percentage taken as a sinking fund for the future reduction of the debt.

(b) Restoration is the return, or the re-establishment of something stolen, damaged, or illegally held, as a work of art, a building, or an invaded country.

(c) It is the act of restoring something that has been taken away or lost. It may result in the act of making good, or rendering an equivalent of the thing ruined, or irreparably damaged.

(d) It is the act of making amends, of repairing or mending.

(e) Guarantees are cities, lands, or other possessions held as security for the performance or fulfillment of accepted or dictated obligations.

9. What is meant by "universal disarmament"?

Universal disarmament means a general reduction of armaments immediately, upon a large scale, by all the great powers of the world; and later a gradual reduction to a minimum sufficient to maintain peace within national boundaries. The principle of universal disarmament has not yet been accepted by any government.

10. (a) Define an autonomous government. (b) What is a government by self-determination?

An autonomous government is one in which the people determine the form of government under which they choose to live and have their entity as a nation. Poland has long striven for autonomy.

(b) It is a government in which the existence of the state as to area, population, and form of government is determined wholly and exclusively by the people affected. This right is assented to, and recognized by the leading nations, especially if such self-determination is based upon economic independence. Czecho Slovakia is a new state formed by self-determination.

11. What are the "lines of nationality"?

The "lines of nationality" are the boundary lines that

mark off peoples of the same racial characteristics. These lines would coincide with ethnographic lines.

12. Give meaning of "unconditional surrender."
An unconditional surrender is one in which the conquered lays down his arms in acknowledged defeat and the victorious commander stipulates all the conditions upon which the enemy may secure permanent peace. The conqueror dictates all the terms of peace.
13. (a) What is an expatriated child? (b) When is a person repatriated? (c) What is a refugee?
(a) An expatriated child is one removed from his native or adopted country by force.
(b) He is repatriated when he is permitted to return voluntarily to his former citizenship.
(c) A refugee is one who was forced to flee from his home or country to escape the dangers of the invading army.
14. What is meant by a "League of Nations to Enforce Peace"?
It would be a league of the great and powerful nations of the earth bound together by the most sacred covenanted agreements and understandings. It would be founded and established upon the principles of justice, brotherhood and humanity, the dominance of the principles of right rather than that of might, and the equitable adjustment of international disputes, quarrels and difficulties by a high tribunal, the supreme and final court of appeal and jurisdiction. It implies a rapid and immediate, as well as a gradual, reduction of the armaments of war to the minimum required to enforce peace by concerted action, upon any obdurate and defiant nation not a member of the league, or upon any member of the league that had repudiated its sacred obligations. No such league is at present in existence, but one may be formed as a result of the present conferences at Versailles.
15. Distinguish between the powers of the Premier of England and the Imperial Chancellor of Germany.
The premier of England is the leader of the political party in the majority in the House of Commons. His powers are obtained directly from the people who elected his party. The powers of the Imperial Chancellor are subject to the will of the Emperor. The latter appoints the Imperial Chancellor, and may demand his resignation whenever he controverts his will. The premier is responsible to the House of Commons, and should the legislation initiated by the premier and his cabinet be considered unfavorably by the members of the lower house, the cabinet must resign voluntarily, or a new election may be demanded. A deadlock between the cabinet and the popular house, upon some important proposed legislation, would cause the latter to be dissolved by the King's mandate and a new election would be ordered. The rejection of the cabinet's measures by the newly elected body would imply the forced resignation of all members of the cabinet including the premier.
The Imperial Chancellor was responsible solely to the

will of the Emperor. The Emperor and the Chancellor in secret conference, initiated legislation and presented it to the Bundesrath or upper House which is appointive and composed of aristocrats. This body would never controvert the plans of the Emperor and the Chancellor. The Reichstag, or lower House, had the privilege of passing upon proposed legislation; but if there was dissent by a majority, the Emperor, with the consent of the upper house, could dissolve the lower. The Imperial German government, therefore, did not express the will of the people, but that of the Emperor himself through the voice of the Imperial Chancellor. It was, therefore, in every sense an autocratic government.

16. What is meant by the expression, "to impactionize airplanes"?
It means removing certain essential parts and plugging up screw holes etc., thereby putting the machine entirely out of commission.
17. What was the "Hindenburg Line"?
It was the line extending from the North Sea to Switzerland. It marked the farthest advance of the German army into France during the year 1917. It was along this line that the Germans dug themselves in and conducted a campaign of defensive warfare in the trenches during the winter of 1917 and 1918. This line had been crossed only in spots by the Allied forces prior to the great offensive which left it far behind, and ended the war.
18. Explain the words: "They shall not pass."
These words were uttered by the French during the Crown Prince's frightful onslaughts upon Verdun, and also at the last battle of the Marne. It would appear that these words voices the highest and most heroic call to patriotism that the French could command. In each crisis they spurred on the French who won the day. It is said the Germans, before they were driven from the vicinity of Verdun, used the same words but to no avail. The words, translated into another tongue, and used in an unrighteous cause had lost their magic power.
19. Explain the theory that "Might makes Right."
The theory has its counterpart in the vegetable and animal world where by natural selection there comes into being the "survival of the fittest." Certain weeds and plants crowd out the less hardy or the less luxuriant. The big fish eat the little fish, and the larger, stronger and fiercer animals devour the smaller, weaker and less ferocious ones. In the historical development of the races and nations, we find that the weaker and less warlike nations have had to succumb to the will of the stronger and more aggressive nations. The rightness or justness of any cause was determined, and explained by the dominating race usually not to its own discredit. Then too, we have from a literary masterpiece the saying "Whatever is, is right" which, of course, could be given any interpretation desired.
It was a favorite doctrine of the German militarists that if in the economic, political, or territorial growth or expansion of a strong and aggressive nation, the

weaker and smaller nation interfered in any way with such expansion, it would have to give way entirely to the larger state, be incorporated with it, or be exposed to utter annihilation.

Assent must be given to the theory that "Might makes Right" when applied to the animal and vegetable kingdoms, and in the struggle of the races to secure national existence under the leadership of some powerful chief or absolute monarch. The fallacy of the theory is apparent when we consider that in the historical development of nations the theory has no certain application whatever in those countries where the function and power of determining the policies and destiny of a nation were transferred to the people themselves, as in a real democracy. The German nation was at least 150 years too late in testing its vaunted doctrine of might.

20. What is a so-called superman?

In one sense a superman may be thought of as a "sport," a deviation from the usual type, yet to come into being in the evolution of the human race. The theory of evolution holds that man originated from a species of animals that did not have the human characteristics. Man is therefore of a higher order than any of the lower animals. A superman would be a type of man superior to the present type of man, with as much differentiation as exists between man and the purely animal.

The German in his silent or boastful egotism entertained the delusion that he was the heralded "superman" repressed for ages in territorial Europe. The expression was given currency in the works of Frederick Nietzsche, the German philosopher.

21. What is T N T?

T N T is a high explosive powder. The unabbreviated form is, trinitrotoluol.

22. Explain the expression "over the top."

When soldiers in the trenches were ordered to come out, and make an advance, or sally, toward the enemy, whether in small groups or in large numbers, they were said to go "over the top," that is, over the top of the trench.

23. What was "No man's land."

"No man's land" was the desolate, and for the most part unoccupied land, which lay between the two contending armies.

24. What is an airdrome?

An airdrome is a storing place for aircraft.

25. What is a Zeppelin?

A Zeppelin is a monster aircraft of the balloon type, equipped to carry numerous passengers and large quantities of materials and supplies. It is a German invention.

26. Who is termed the Boche?

It is a term applied to the Germans.

27. Why is a U-boat so named?

The U-boat, or submarine, is the "unter see" boat by German designation.

28. What is a censored letter?

A censored letter is one that passes through, and is read

by civil or military authorities. Objectionable parts are curtailed, or obliterated.

29. Define registration, enlistment, entrain, detrain, point of embarkation and point of debarkation.

Registration is the voluntary appearance before a registrar to answer specified questions under oath or affirmation.

Enlistment is the voluntary enrollment in the military, naval or aircraft service of a country.

Entrain is to go on board a train at the place, or station from which troops depart.

Detrain is to alight from a train at the station of destination.

Point of embarkation is the official designated place for troops to go on board ship.

Point of debarkation is the official designated place for troops to leave ship.

30. What is meant by the expression, to "brigade" troops?

To brigade troops in a battle line is to station or wedge fresh unseasoned troops en masse among the seasoned. It has been found that "brigading" troops of different nationalities and of varying degrees of training increases the morale and fighting power of an army.

The great Italian retreat, and defeat were due largely among the unbrigaded Italian soldiers who became demoralized by it.

When the Italian army was "brigaded" by British, French and American troops, the morale of the whole Italian army was raised to the highest pitch. The Italians soon felt that they were not fighting a lone battle, but in a common cause. Upon any army thus organized, German intrigue and mollifying methods were of no avail. In the great Italian offensive of 1918, the defeat, utter rout and surrender of the Austrian army were due for the most part to the Allied re-enforcements and the manner of their distribution under unified command.

31. What is a "naval blockade"?

A naval blockade is a cordon of war-vessels stationed along an enemy coast to block or check all shipping. In the recent war England's naval blockade of Germany's sea commerce was the greatest in the world's history. For more than four years England's heroic sailors and seamen were constantly on the watch day and night, through storm and calm, exposed upon all sides to attacks by hostile vessels, and treacherous submarines, and floating mines, and the watchful German naval fleet, as well as by the bombing planes with their thunderbolts from the sky. We should never forget our debt of gratitude to England's noble and heroic sailors for the protection given by its unbroken naval blockade of the German pirates and plunderers.

32. (a) Define a military offensive and counter-offensive.
(b) What is defensive warfare?

(a) A military offensive is a concerted action of one belligerent to advance with all possible expedition and force in order to gain territory, weaken the enemy, and decimate its numbers. When the offensive of one belligerent ceases or subsides, and a new offensive is begun

by the belligerent that hitherto had taken the defensive, a counter-offensive is said to have begun.

(b) Defensive warfare in the recent war was applied chiefly to fighting from positions in the trenches. No special attempt in defensive warfare was made to gain territory but the strongest effort was put forth that none should be lost.

33. What is a salient?

A salient is a projection or advance from the main line of one army into the lines of the enemy as, for example, the St. Mihiel sector.

34. Explain restricted submarine warfare.

Restricted submarine warfare was inaugurated by Germany at the beginning of the war. It restricted the operations of the submarines to certain zones in the North Sea, the Bay of Biscay, and other waters about the British Isles. It also limited its operations to certain classes of vessels excluding especially neutral vessels carrying passengers.

35. Explain unrestricted submarine warfare.

The German policy of unrestricted submarine warfare extended very greatly the zoning system in the insular waters about the British Isles and into the Mediterranean Sea. It excepted no enemy vessels and no neutral vessels carrying either passengers, food or munitions of war. It laid down for the acceptance of neutrals, conditions opposed to all former understandings among the nations as to "freedom of the seas." These conditions could only have been accepted by this country with the loss of national honor and by the breaking of our neutrality with the enemies of Germany. Her purposed curbing of our commerce, would have spelled the downfall of the Allied armies, and would possibly have sounded the death knell of civilization itself.

36. Define internment, imprisonment and court-martial.

Internment is shutting a person within a particular place and holding him under restraint. Imprisonment is a person's confinement in prison under a judicial, military or naval sentence. Court-martial is a trial by military or naval authorities of offenses against military or naval law.

37. What is an enemy alien?

An enemy alien is an unnaturalized person who resides in a country at war with the country of his birth or adoption.

38. Define envoy and emissary.

An envoy is one sent by a government upon a special mission. An emissary is one thus sent out, either for secret or specified business. The words seem to be used interchangeably. Envoys were sent out by the new German government over a restricted peace area across the battle-lines to get from General Foch his terms for an armistice.

39. What are reprisals?

Reprisals are retaliatory measures taken to punish the enemy for unnecessary harm done, for the destruction by the enemy of the civilian population, the hospital bases, for the inhuman treatment of prisoners of war

and, also, for the barbarous methods of warfare initiated by the enemy. The late war furnishes many notable examples of retaliation by the Allies for the introduction and prosecution of the most horrible acts of warfare to be conceived by man. Reprisals may consist of forcible seizure or destruction of enemy property.

40. (a) State the German theory of "Schrecklichkeit." This is a German word meaning *frightfulness*.

The theory is that the spread of fear in the civilian population as well as in the army itself, will weaken the morale of each, and prevent the successful prosecution of the war. This accounts for Germany's having sent fleets of bombing air craft and Zeppelins over Paris and London and other exposed towns and cities; for the relentless and unrestricted use of the submarine not only along the coasts of western and southern Europe but also upon our very shores; for the bombing of base-hospitals, acts hitherto unheard of, and for shooting the survivors of a vessel torpedoed by a submarine. Their theory was miscalculated because the more completely did they execute their nefarious designs, the more united in purpose did the Allies and the United States become, both at home and at the front, for the complete overthrow of a government that made these intolerable things possible.

40. (b) What is camouflage? Upon what principles is it based? Give examples.

(b) Camouflage is the changing of the aspect or appearance of objects for the purpose of causing visual deception. It is based upon the principle of vision, that objects are less easily recognized or observed when the lights and shadows, the tints and hues are given a proper setting, corresponding or blending in the environment in which they may be found, thereby escaping attention or notice. Examples are the streaking of vessels in variegated colors, the daubing of helmets, army trucks and wagons with different pigments, the white canvassed road, dummy cannons, and soldiers, etc.

41. Give the extent of invaded territory in the present war. Roughly speaking the territory invaded by the German army includes almost all of Belgium, northeastern France to within 20 miles of Paris, all of Serbia, Poland, and Roumania, one-third of European Russia and the northeastern part of Italy.

42. Define evacuation, pillage, pilfering, devastation and destruction. Evacuation is the withdrawal of an army from invaded territory. Pillage is open robbery as in war. Pilfering is petty stealing. Devastation is the laying waste or making desolate, as by war. Destruction means demolition, ruin or annihilation.

43. What does the surrender of prisoners of war "without reciprocity" mean?

It means the surrender of prisoners by one group of belligerents, without a similar surrender by the opposing group.

44. What is peace propaganda? War propaganda?

Peace propaganda is the dissemination of lies, facts, and rumors designed to lower the morale at home and at the front, thereby creating a desire for a peace without

victory. Pacifists, spies, pro-Germans, conscientious objectors and others who deplore war, were the willing instruments for spreading any idea that opposed the successful prosecution of work on every side.

War propaganda is the dissemination of truths, facts and knowledge of the war by the press, special literature, schools, patriotic demonstrations and rallies, motion pictures, four minute men, epigrams etc., in order to spread intelligence of the state of the war, to show the needs of the government, and to create a unity of purpose and response that ultimately brought the war to a successful issue. In the United States this was done almost ideally.

45. What noted territorial occupation did the Allies demand of Austria? They demanded occupation of a strip of territory of considerable width, along almost the entire extent of the eastern shores of the Adriatic.

46. What are strategic positions? They are positions that in a military sense give advantage in war. Cologne, Coblenz, Mainz, and Treves command the Rhine valley, and are strategic positions held by the United States and the Allies.

47. What is a neutral state? A neutral state is one that by declaration maintains its position among the warring nations by non-participation in hostilities, and by lending no aid directly or indirectly to either side, except in accordance with the principles of international law.

48. How many countries were at war, or had broken diplomatic relations with Germany? Twenty-two.

49. Define barrage, hydro-airplane, bombing plane, battle-plane and base-hospital.

A barrage is a concerted cannonading over a wide front and continuous possibly for several hours. It protects or screens advancing infantry from the gun fire of the enemy.

A hydro-airplane is one that may be used for either air or water service.

A bombing plane is a large plane which has good carrying power. It is used for bombing cities, fortifications, munition plants, etc.

A battle plane is a lighter machine sometimes with armored sides and always equipped to give aerial battle. A base-hospital is one located far behind the fighting lines. Here convalescents and those seriously wounded are taken for recovery and special attention and treatment.

50. State the merits and importance of the "whippet tank," motor trucks and motor transports.

The "whippet tank" was the smallest armored tank used by the Allies. Its merits were its speed, its mobility, and small size. Its speed gave it special value to the infantry in opening up lanes in the ranks of the enemy; its mobility permitted it to escape quickly when exposed to the large guns, the shots of which could pierce and batter its sides and endanger its occupants; its small size shielded it from quick observation by the enemy.

It was, also, especially valuable in breaking up enemy gun nests. It was the extensive use of the small tank and motor truck and motor-transport that played a most important part in bringing victory to the United States and the Allies. The motor trucks and transports enable the United States and the Allies to carry on a continuous offensive from July 18th to Nov. 11th, the day the war ended.

The offensives of the German generals were local in character when the wide fronts are considered. They were spent after several days or weeks, because of the enemy's lack of foresight in neglecting to provide means for the swift movement and transportation of troops from their rear.

The superiority of the last Allied offensive lay in the fact that it was continuous, now here, now there, but never ceasing day in and day out. It was also due to the facility with which new positions could be taken, through the extensive use of the motor truck and transports, and through the part played by the small tanks.

The industrial supremacy of the United States and the Allies was demonstrated by the rapid and large output of the motor trucks and small tanks. This is what gave an important military advantage to the enemies of the Central Powers.

51. What is meant by conservation of foods, coal, etc.?

Conservation primarily means the elimination of waste. As at present used it implies saving, even to self-denial if necessary. Conservation is also effected by the use of substitutes.

52. Define cantonment, barrack, mess-house.

A cantonment is a camp or group of lodgings for troops. A barrack is a permanent structure for the lodgment of soldiers.

A mess-house is a place where the soldiers habitually take their meals together.

53. (a) What is a local draft board? (b) The district appeal board? (c) The final appeal?

(a) The local draft board is a board that administers and executes the main provisions of the Selective Draft Law. Its functions comprise the registration, rejection and selection of men of military age as fixed by legislative enactment. It is also responsible to the government for the part of mobilization up to arrival in camp, of those who "passed" and are "called." A local draft board has jurisdiction over a prescribed territory determined by population. The larger cities had fifty or more local draft boards.

(b) A district appeal board is established in each Congressional district and hears appeals from the decisions of the local draft boards.

(c) A final appeal from the district board's decisions could be made to the President of the United States.

54. What is an expeditionary force?

An expeditionary force is one that is sent beyond the territorial boundaries of its own country upon some specific mission or duty.

55. State clearly the meaning of mobilization and de-mobilization.

Mobilization is the assembling of an army and its prepa-

ration for active service. In a country such as ours, it includes the installing of all the machinery for the successful operation of the Selective Draft Law, as well as of the volunteer system; the organization and equipment of cantonments, and the drilling and training of raw material for active service. The cantonments are the mobilization centers.

De-mobilization is the gradual mustering out of soldiers in cantonments or in active service. If soldiers have clear records, they are given honorable discharges. Before the armies are disbanded, and before the men are filtered through the civilian population, each one receives a thorough physical examination by a government medical inspector. This work is part of the administration of the United States Bureau of War Risk Insurance.

56. (a) State clearly the meaning and scope of the Selective Draft Law. (b) State the defects of the volunteer system.

(a) The Selective Draft Law was enacted by the United States Congress for the purpose of drawing its soldiers by lot from all the young men in the country between twenty-one and thirty-one. By this law the formation of local boards was authorized, with jurisdiction over territorial areas determined by population. It was the work of the local boards to register all men between these age limits, and later have all of them fill out questionnaires. It was the duty of the local draft boards to exempt from these lists those who were physically unfit, as well as those excluded by legislative enactment; also to place in "deferred" classification those who had dependents or other grounds for such classification.

Those physically fit "passed," and were ordered to entrain for camp upon a certain day at a specified hour and place. These "conscripted" men were "called" for active service according to their serial numbers, by a written notification handed personally by the postman to the person addressed or to some member of the family.

Neglect to register or failure to comply with the rules set by the Draft Boards subjected the offender to fines, imprisonment or immediate induction into the service.

The scope of the first Selective Draft Law included all male persons between twenty-one and thirty-one and the second all those between eighteen and forty-five inclusive. The great merit of conscription lay in this, that selections were made from rich and poor indiscriminately so that the burden of bearing the brunt of battle was not thrown upon one class. It also weeded out the "physically unfit." This feature tended to keep the death rate at a minimum and made the chances for contracting diseases among those selected, very small.

The result was the mobilization of an army physically unexcelled by any country in the world. This army too, was most democratic in its composition. It was the greatest means as a "leveler" that this country ever had,

for here side by side stood rich and poor, college boy and mill-worker, farmer's son and banker's son, the coddled favorite of the millionaire and the sturdy day laborer, all under one and the same discipline and training without any recognition of social or civil rank, all in preparation for any service that they might be called upon to do.

An army fighting for the idea's and safety of democracy in the world, and organized upon the foundation principles of democracy, fittingly expresses our national character.

One valuable feature of the Selective Draft System was its administration by local authorities. Although there were some charges of favoritism, and political interference and collusion, the incidents were exceedingly rare, the exceptions rather than the rule. The system demonstrated how each community could shoulder responsibility and do its share in winning the war.

There were only a few instances of defiance and open rebellion in the United States against the enforcement of the law. These cases were handled in a drastic way by the government, and compliance in most cases was secured.

(b) The volunteer system is too slow for raising an adequate army for a great and pressing emergency. It is not distributive sufficiently to reach all classes and races. A volunteer army composed of classes difficult to handle and train, does not make an efficient soldiery. It is evident, therefore, that the character and number of the volunteers is determined entirely by patriotic response, which is exceedingly variable and unreliable, when it is not based upon universal conscription.

57. (a) What is meant by "Exception"? (b) By "Deferred Classification"?

(a) A person is given "Exception" when the local draft board has determined that he will not be called for any military or naval service, either because he is physically unfit, or because of legislative enactment.

(b) "Deferred Classification" is applied to the four groups beyond Class 1. It was granted to those who had dependents, to those who claimed exemption because of occupation and industry, to those who were physically unfit as well as to a number of other groups. Those who were placed in the deferred groups would be called for service only in case of dire need.

58. State the difference between coupon and registered bonds. Coupon bonds have coupons attached, while registered bonds do not. The latter are registered by numbers in the Treasury Department at Washington in the name of the owner and are not transferable unless by a change in the registry. The owner, of course, has actual possession of the bonds but the interest is forwarded at regular intervals from Washington. Registered bonds have the merit of absolute security if burned, stolen or lost.

Interest upon coupon bonds is collected by detaching the small coupons. Upon bonds are not redeemable by the government, if they are lost, stolen or burned. They have no more security than a treasury certificate or a national bank note. They are easily transferrable and

this feature makes them more desirable than the registered bonds. Any large investment should generally be in registered rather than in coupon bonds. The latter should always be placed or kept where there is little or no danger of loss.

59. What is meant by Bolshevism?

The Bolsheviks are at present the most prominent party in Russia. Bolshevism is mob rule. It attempts to foist upon a distracted people a form of class government. It enlists in its ranks the proletariat or workers and laborers, "the hewers of wood and the drawers of water," the dreamers and visionaries, as well as the lowest and roughest classes of society. It seeks to overthrow the propertied classes and those who, by wealth or social station, constitute the ruling or influential members of the community or state. It resorts most freely to methods of violence, anarchy, murder and general lawlessness. Its members are revolutionists who are opposed to all existing peace, law and order. Its menace to a state is worse than that of Civil War. It is the real clash of the classes and leads to the most unspeakable horrors. The Bolsheviks carry the red flag and are sometimes designated the "Reds."

60. Define an autocratic government.

An autocratic government is one in which the will of one person has absolute control of the executive, legislative and judicial functions of the government. How three functions can be vested in one person is explained in the answer to question fifteen.

61. Who were the ruling monarchs of Germany, Austria and Bulgaria?

- (a) William Hohenzollern known as Wilhelm II.
- (b) Charles I.
- (c) Czar Ferdinand I.

62. Who are the junkers?

The junkers are the landed and wealthy classes of Germany. They are members of the nobility and aristocracy.

63. Define militarism.

Militarism is the system of national defense which demands increasingly, a large standing army together with strong naval and military defenses and bases. It is maintained at a great expense to the state for the purpose of defense. If ideally developed as it had been in Germany, it seeks opportunities for territorial and colonial expansion, in order to further the economic and political ambition and greed of the nation. In this misguided land, its chief sponsor became a dreamer of world dominion.

During times of peace prior to the war any plea or proposal that was made by other great powers of Europe for a reduction of armaments, was rejected by the German militarists, and met by actual increases of strength in both army and navy. This explains to the world what then remained unexplained, the sudden and marked increases in the standing armies of France several years before the outbreak of the present war. The changed policy of France was due to the increasing menace of the German militarists, and unwarranted increases in the military and naval strength of the German nation. The real nature of militarism is competi-

tion to excel in armaments for defense and offense.

64. What four distinct classes of people are found in Germany? (Not political classes).

The militarists, junkers, aristocrats, and common people.

65. State various potential causes of war in the development of strong nationalism.

- (a) Development of race pride and race hatred.
- (b) Desire for economic, territorial and colonial expansion.
- (c) Differences in language, customs, laws and political institutions.
- (d) Differences in religion and systems of education.
- (e) Mistaken ideas of a nation's destiny and mission in the world.

66. What is an ultimatum?

An ultimatum is a final proposal or demand made by one government upon another. A non-compliance, or flat rejection, is equivalent to, or results in, a declaration of war.

67. What is meant by "occupation" in a military sense? "Occupation" of a country by an army means its taking physical or actual possession of the territory occupied as well as of all the governmental machinery of control.

68. (a) What inherited and historical debts do we owe England? (b) What debt in the present war?

(a) From England we inherited our language, our jurisprudence and many of our customs. Our "Declaration of Independence" may be called the second "Magna Charta" of the English-speaking race. Our system of laws and fundamental ideas of government are largely based upon English and Roman law.

England's efforts and successes in discovery, exploration and colonization of the American continent are too familiar to be enumerated. Her attitude toward the United States for more than a century has been that of a friendly nation.

(b) For more than four long years England's heroic men aided the French and Belgians to hurl back and hold in check the German hordes from overrunning France and Belgium. Had the Germans succeeded in their calculations, France would have been brought at once under German rule and dominion. There are many evidences at hand to convict the Imperial German Government of designs to conquer England at the most opportune time, and thereafter to set its covetous eye upon the lands of America. The story of England's naval blockade will convincingly tell how these dreams of world empire were frustrated and thwarted. Her cordon of dreadnaughts and cruisers along the entire German North Sea Coast held at bay the great German fleet, and kept it from sallying forth into the open seas to threaten the peaceful shipping of the world, spread destruction in its wake and make attacks upon our coastal cities. Without this effective cordon of the superior British fleet, our exposed eastern cities would have been open to the most hostile attacks by an enemy that had no regard for life, property or civilization.

When England's fleet was doing its quiet yet most important work of protection, our country was to an alarming degree unprepared to meet a foe so formidable and ruthless as the former German military and naval power. Upon the least provocation we should have found ourselves embroiled in a death to death struggle with the German naval fleet and would have learned too late that our vulnerable eastern cities had not been sufficiently protected and guarded against the attacks of the liberated German Navy.

Long live the glory of the deeds of bravery and sacrifice of the British Navy. England saved the day for us and deserves our everlasting gratitude and later, we saved it for her and her noble Allies.

69. (a) What was our unpaid historical debt to France?
(b) To Italy?

(a) To Lafayette we owe the thanks and gratitude of this nation. His aid to Washington during the American Revolution, and especially at Yorktown is one of the memorable stories of our struggle for national independence. Although aristocratic by birth, his democratic ideals were a great inspiration to Washington and to all other defenders of liberty and freedom. His noble service in the American cause together with the good work of the French fleet under de Grasse at Yorktown has enshrined his name and that of Rochambeau in our hearts, and endeared the French nation to all liberty-loving Americans.

The cause that Lafayette fought for, in protecting and defending an infant democracy is the same cause for which, almost a century and a half later, a strong, fullgrown and virile democracy was willing to give to the nation that gave him birth, its last full measure.

(b) All that we owe to Columbus and Amerigo Vespucci, we owe to Italy.

70. State some of the immediate causes of the present war.
(a) The murder of Archduke Francis Ferdinand at Serajevo, Serbia on June 28, 1914.

(b) The rejection by Serbia of Austria's ultimatum which was issued from Vienna, but strongly urged and supported by the war party of Berlin. The terms were so drastic that Serbia could not have accepted them, without the loss of national honor, prestige, and even existence. The killing of the Archduke on his friendly sojourn in Serbia, by a fanatical and half-witted youth was not the compelling cause of the European cataclysm. It was simply the match that started the conflagration that has left Europe to-day devastated by the greatest war of all time.

(c) The militarists, expansionists, annexationists and dreamers of world empire desired war, and simply awaited the opportune time. The military machine of the Teutons was building for more than fifty years, and the temptation to use it upon the slightest pretext whatever could not be resisted. The Kaiser wanted a "place in the sun."

(d) The mobilization of the German, Russian, Austrian and French armies.

(e) The sudden invasion of Belgium and Serbia by the armies of Germany and Austria respectively.

71. State some of the remote causes of the present war.

(a) The central position of Germany and Austria in continental Europe, causing repression politically, economically and territorially.

(b) The rapid industrial and commercial development of Germany, and her rapid progress in science and education, made her ambitious to become a world power and have a "place in the sun." Her desire for colonial and territorial expansion was well known.

(c) Differences in languages, customs, forms of government, religion and race. The consequent fears, jealousies, intrigues, secret alliances and understandings among the European nations.

(d) The control and maintenance of the "balance of power" among the European nations.

(e) The "Balkan Situation" and the numerous small European states.

(f) Development of strong nationalism under the stress of a highly developed militaristic system as in Germany.

(g) Desire of the Germans to spread "Kultur" throughout the world.

(h) The "Slavic Peril."

(i) Germany's hatred and jealousy of England.

72. Explain the significance of "Der Tag."

In cafes and restaurants, at banquets and upon state occasions, in saloons and inns wherever drinks were served, it became customary for friends drinking together to toast "Der Tag" meaning the day when Germany would attack England and bring that nation to her knees.

73. What is implied when a covenanted treaty is referred to as a "scrap of paper?" Who first regarded it so?

To regard a covenanted treaty as a "scrap of paper" is to break faith with the other nations who signed it. In the case of the violation of the neutrality of Belgium, Germany broke the signed covenant with England and France by making a forced invasion of her territory against her declared will.

It was the Imperial Chancellor of Wm. Hohenzollern, ex-emperor of Germany, who openly and publicly called the sacred document that was to keep inviolate the neutrality of Belgium, nothing but a "scrap of paper" when it interfered with the plans of German expansion and security.

74. Where are the chief iron and coal centers of continental Europe?

In northern France and southern Belgium, in Lorraine, Germany, Austria Hungary, Poland, Norway and Sweden. The nations that could get control of the iron and coal regions of Europe, could assert their supremacy in war and in peace.

75. What is international law?

It is the unwritten law or understandings which govern the relationships of nations. It is the outgrowth of international experiences, settlements and tacit or implied agreements.

76. What forces develop strong nationalism?

Some of the forces that develop strong nationalism are those that give full development to the idea of one flag, one country and one language. A strong national-

zation of the schools, public, parochial and private with a minimum amount of local control fosters it. It is aided, also, by a strong military and naval development and by "universal military training."

77. Give meaning of Colonial Expansion.

It means the acquisition of territory in foreign lands, either by peaceable adjustments with other nations, or by force of arms. Colonial expansion is primarily championed for the purpose of opening up new and exclusive markets for the home country as well as a field for obtaining raw materials.

78. Give the theory of the "Divine Right of Kings."

The doctrine that kings were especially or divinely appointed by the Creator of all things, for the purpose of administering his will and Divine plans on earth, dates from medieval days. In those days all the countries in the world were governed by kings or emperors. Before the rise of democracies, it was a generally accepted belief that those who held temporal sway were as divinely appointed for carrying out God's ways on earth as were those who held spiritual power. William II was the last of those who held strongly to the doctrine of the "Divine Right of Kings."

79. What is meant by "abdication?"

Abdication, as of an emperor, is his voluntary renouncing in a formal manner of all rights to his crown and throne, and of his right to rule as monarch of the nation. It may include his release of all persons who have given him loyalty and sworn allegiance to defend his person his country, and its laws against all foes domestic and foreign.

80. Who are the Hohenzollerns?

The Hohenzollerns were the rulers of Prussia and other German states for more than three hundred years. They have ruled Germany since 1871. The grandfather of Frederick the Great, was the first noted Hohenzollern to rule Prussia, and the ex-emperor William II, the last.

81. Who are the Hapsburgs? Romanoffs?

The Hapsburgs were the rulers of Austria-Hungary for more than six hundred years. At the outbreak of the World War, Emperor Francis Joseph was ruler of the dual monarchy. Upon his death in 1916 he was succeeded by Archduke Charles Francis Joseph who became Charles I. After the signing of the armistice, Charles I abdicated.

Nicholas II who abdicated as absolute emperor of Russia in 1917 was the last of the House of the Romanoffs of whom Peter the Great who reigned more than two hundred years ago was the most famous. Nicholas II was assassinated about a year after his dethronement and abdication.

82. What is a dynasty?

A dynasty is a succession of sovereigns in one line of family descent, governing a country. The Hohenzollern dynasty began with Frederick the Great's grandfather, and ended with the ex-emperor William II; the Hapsburgs ruled Austria-Hungary for more than six hundred years; the Romanoffs ruled Russia almost three hundred years.

83. What is Imperialism?

Imperialism is the system, or advocacy, of imperial government. Its purpose is the establishment of a strong and powerful empire by territorial and colonial expansion. Imperialism and militarism were introduced into the Prussian embryonic state almost three hundred years ago by Frederick the Great.

84. What is an economic war?

An economic war is waged to gain territory, and to secure advantages in industry and commerce. Overpopulated, progressive, as well as aggressive nations are pressed and crowded upon all sides in their economic development and therefore seek room for expansion and development, industrially and commercially.

The questions of right, justice, humanity and civilization were not considered obstacles by Germany in waging the present war which was largely economic. It was the power of Might which was calculated to adjust Germany's economic position in the world. Her plans were frustrated because of her numerous miscalculations.

85. To get "a place in the sun" means what?

It means to become a world power. It means the development of a large maritime commerce between the Fatherland and its colonial possessions, as well as with other nations. It is said that the sun never sets on the British dominions, so it may be said that England always has "a place in the sun." To speak most mildly, Germany desired to become a world power as great as, or even superior to, that of Great Britain. She even sought "world supremacy."

86. What is German Kultur? (b) State why the sinking of the *Lusitania* was a violation of international law and "unparalleled in modern warfare?" (c) What is contraband?

(a) It is a system of national ideals peculiar to Prussia. It is expressed through its law, language, customs, institutions and usages. The exponents of Kultur thought the German people were called upon as a chosen people to spread their doctrines throughout the whole world. These ideals, they asserted, no other nation consciously possessed.

(b) The *Lusitania* was sunk without warning and without a challenge. As the vessel sank twenty-one minutes after being torpedoed, no time was given to rescue the passengers of whom 1154 including men, women and children were lost. One hundred and fourteen were Americans.

International law requires that due warning be given to an enemy vessel, not a war craft, before an attack is made upon it; that if the warning is promptly heeded, and the vessel stops, it becomes subject to capture and may be sunk, only upon the condition that the passengers and crew be carried safely to some neutral enemy port.

With the submarine warfare this procedure for the safety of crew and passengers course, impossible. Yet this was fixed by international law. The submarine was the only available City the German government had to destroy con-

as food, war materials, and supplies, as well as munitions of war. Its policy of unrestricted submarine warfare could not be reconciled with the principles of international law. Its disregard of the rights of neutrals, and the wanton destruction of innocent and unoffending men, women and children, makes this event one of the blackest spots in Germany's uncivilized warfare.

(c) Contraband is food, war materials, and supplies, as well as munitions of war sent out by neutral nations for enemy countries. Each warring nation publishes a long list of articles which it recognizes by law as "contraband." All contraband shipped by a neutral country is subject to seizure by one or other of the warring nations. In accordance with international law had England, for example, in 1915, seized a vessel from the United States, a neutral country, and learned that it was bound for a German port, she could have destroyed the contraband, or taken it to her own ports of entry, and made settlement for it, through her high courts of adjudication. This happened in several instances.

87. What is the meaning of Pan-Germany?

Pan-Germany was an appellation for the new Germany to be realized in world empire. The Pan-Germanist would have extended the influence of Germany, territorially and politically, until it reached all the coveted portions of the earth.

88. (a) What is "Mittel Europa?" (b) Explain "Deutschland uber alles."

"Mittel Europa" was the term used to express one of the territorial objectives of the Pan-Germanists. Mittel Europa would have had an outlet to the North Sea and English Channel, also to the Adriatic and Aegean Seas, would have controlled the Dardanelles and the Black Sea and been given an outlet to the Persian Gulf and the Far East. It would have included Germany, Austria Hungary, possibly Serbia, Poland, Bulgaria, Turkey, parts of western Russia, Roumania and Asia Minor.

(b) "Deutschland uber alles" or Germany above all is the doctrine of the Pan-Germanists and the Kulturists.

89. Trace the Berlin Bagdad railway. What purpose was it to serve?

It extended from Berlin almost to Bagdad through Vienna, Belgrade, Sophia and Constantinople. Supplementary routes were planned through Egypt to German East Africa, and along the eastern shores of the Red Sea to near the Gulf of Aden.

It was to give direct and continuous rail communication between Berlin, through Constantinople, to Bagdad near the Persian Gulf. Its great purpose was to open the trade routes to the Far East, and to the African Colonial possessions.

ing of the Triple Entente; the Triple Alliance of the words Entente and

ente was composed of England, France

The Triple Alliance was composed of

Austria-Hungary and Italy.

The Triple Entente had a secret understanding that if any one of them were attacked by any nation in the Triple Alliance, the other two would come to its aid. The Triple Alliance had an unwritten agreement to act likewise if attacked by any one of the Entente. For the first two years of the war, Italy remained neutral, and refused to join forces with Germany and Austria. She argued that she was bound by the Alliance in case either one was attacked. Knowing that Austria was an aggressor for conquest, and not having been consulted as to Austria's ultimatum to Serbia, Italy refused to join forces with the Central Powers. Later she declared war upon Austria and united with the Allied cause.

Entente means "understanding." Alliance means a league or agreement.

91. Who are Haig, Foch, Pershing, Petain, Hindenburg, Crown Prince, Joffre and Ludendorff?

Gen. Haig is the commander-in-chief of the British expeditionary forces in France and Belgium.

Gen. Foch is the Generalissimo of all the Allied forces and those of the United States.

Gen. Pershing is the commander-in-chief of the American expeditionary forces in France.

Petain is one of the noted French generals.

Hindenburg was the famous commander along the eastern front during the early period of the war. He defeated and routed the Russian armies. After his successes in the East, he was transferred with Ludendorff to the Western front. They together with the Crown Prince made an attempt to break through the Allied forces, their objectives being either Paris, or the Channel Ports, or both. This attempt was foiled by the arrival on French soil of British re-inforcements in sufficient numbers to stay the German dash toward the Channel Ports; and by the arrival, none too soon, of the American forces to stem the German on-rush from Chateau Thierry and along the Marne to Paris.

The Crown Prince is the eldest son of the ex-emperor William II and was the direct heir to the throne. He made an unsuccessful attempt to capture the fortresses of Verdun, losing hundreds of thousands of the flower of the German army.

Joffre together with General Foch checked and repulsed the German advance during the first battle of the Marne and saved Paris, just twenty miles away, from capture. He was commander-in-chief of the French army at the outbreak of the war.

Ludendorff, the first quarter-master general, was an assistant to Hindenburg whose successes were said to be due almost entirely to this counsellor.

92. Who is the King of England, Belgium, Italy, and who is the President of France?

George V is the King of England.

Albert I is the King of Belgium.

Victor Emmanuel is the King of Italy.

Poincaré is the President of France.

93. What nations are the Allies? What ones were called the Central Powers?

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At the outbreak of the war the Allies were England, France, and Russia. In a popular sense all enemies of the Central Powers were called Allies. The act of London, which was a pledge against separate peace, included as Allies, France, Russia, Great Britain and later Japan and Italy. The United States was an associate of the Allies in the war and entered it without any signed agreements.

The Central Powers were Germany, Austria-Hungary, Turkey, and Bulgaria.

94. Who are Lloyd George, Clemenceau, Nicholas Romanoff, Charles I and Ferdinand I?

Lloyd George is the premier of Great Britain.

Clemenceau is the Prime Minister of France.

Nicholas Romanoff was the former Czar of Russia. He abdicated in 1917.

Charles I is the former emperor of Austria Hungary. He abdicated in 1918.

Ferdinand I is the former Czar of Bulgaria. He abdicated in 1918.

95. Where are Poland, Ukraine, Armenia, Bulgaria, Serbia and Czecho-Slovakia?

Poland is in the southwestern part of Russia. Warsaw is its most important city.

Ukraine is in the southwestern part of Russia near the Black Sea.

Armenia is in the northeastern part of Asiatic Turkey. Bulgaria is south of Roumania.

Serbia is south of Austria-Hungary.

Czecho-Slovakia is in the northwestern part of Austria-Hungary. Prague is its most important city.

96. What is the religion of the Armenians?
They are Christians.

97. Why are Gallipoli and Salonica important?
Gallipoli was the Allied base for a campaign in the Near East against Constantinople.
Salonica was the Allied base for its southern campaign.

98. Why are Chateau Thierry and St. Mihiel especially dear to Americans?

It was at Chateau Thierry, the place that marks the farthest advance of the Germans in their last great offensive, that the American boys showed their valor and ability to fight, turned the tide of battle and kept it turned to the end of the war.

The St. Mihiel sector was captured and taken almost solely by American troops under the direct command of Gen. Pershing. This sector had been held by the Germans since their first great invasion in 1914.

99. Where is the Kiel Canal? Helgoland Island? Versailles? Alsace-Lorraine?

Kiel Canal connects the Baltic and North Seas.

Helgoland Island is a strongly fortified island located in the North Sea. It protects the German North Sea coast. Its entrance to the Elbe in particular, from the north, is about ten miles from the center of the North Sea.

Alsace and Lorraine are former French provinces, in the northern part of the German empire. They

were taken by Germany in 1870, and will be restored to France by the treaty of peace.

100. What is the estimated cost of the war? (b) What is the estimated total number of casualties? (c) The total number of lives lost? (d) The total number of men under arms?

(a) The cost of the war is estimated at \$200,000,000,000.

(b) The total number of casualties is almost 25,000,000.

(c) The total number of lives lost—10,000,000.

(d) The total number of men under arms almost 60,000,000.

CIVICS—I A

(Continued from page 54)

sion. There may be a procession to the basket at first, but it will cease when the novelty wears off.

Floor inspection may be conducted in a similar manner. Give the class a few minutes to clean house, and then have the monitors report on the cleanest row. At other times during the day, the presence of paper, or other litter on the floor should be met with, "The children in the second row are not good housekeepers." "I am glad I don't sit in the untidy last row." "Good Americans keep their houses clean. Are there any good Americans in the first row?" etc.

- (3) Everything in its place.

Where conditions permit, see that each child is assigned a space in the clothing closet. For the first few days attend to the hanging up of the clothing personally. Show them that the coat should hang on the lower and the hat on the upper hook. Try to have names placed on the clothing. When handling a strayed article, comment on the name, or the lack of it. "Sara's mother put a name in this cap, so I can give it back to Sara without any trouble." "Some little girl did not ask her mother to put her name in her rubbers. Now we must all stop our nice reading lesson, and try to find out who owns the rubbers."

When the children are reasonably sure of their clothing places, it is well to appoint monitors to inspect the clothing closet, and report the children who are careful and quick in disposing of their wraps.

As a further means of illustrating the value of "a place for everything and everything of its place" the distribution of supplies might be left to the children. Papers, crayons, pencils, chalk, erasers, readers can be placed, where children can reach them with ease, and the pupils may take turns in distributing and collecting them. It is well to change monitors frequently, so as to give all an opportunity to serve. We must sometimes remind ourselves that the object of appointing monitors should be to begin the training of the child toward the acceptance of civic responsibilities. We are depriving the other children of opportunities, when we permit Kate and Jane to give out the paper five days a week for five months, because they do it well. Let the experts train others to take their places, and so give each child a part in keeping the class wheels revolving.

Use questions to help the pupils to realize what is required to keep the room neat. Visits to other attractive

rooms may be arranged, and used as a basis for conversations.

What room did we visit today? Why do we like to visit it? What did you like best in the room? How did you like the children? How do you know they are careful children? Would you like to have them visit us? What do you think we should do to get ready for them? etc.

Work for short connected sentences, something like the following:

This morning we visited the 1B class. They have a nice room. I liked the plants on the window sill. The floor was clean. There were no papers on it. The blackboards looked nice. The clothing closet was tidy. We know the children are careful because their room is neat. We would like them to come to see us. We must have our room tidy when they come.

I am a clothing monitor. I help the girls in my row. Jennie Jones is the best girl. She always hangs her hat and coat in the right place.

I give out the pencils in the second row. They are in envelopes. The envelopes are in the closet. They are on the second shelf. There is a number on each envelope. Each girl has a number. Each girl knows her own envelope.

The readers are on the first shelf. I give them out in my row. There are six children in the row. I take six readers. Each child gets a reader.

We all try to keep the floor clean. Sometimes a girl forgets. She drops a paper on the floor. I remind her. Then she puts it in the waste basket.

The following topics may be treated in the same way.

Fire drills. The fire gongs; the exit used; the class station in the street; the return to the room.

Silence. The need for it in the class room, in the halls, during fire drills.

Obedience. The need for it. Everyone obeys. Results of disobedience.

Punctuality and regularity in attendance.

Promote class pride in a good record. Use devices to encourage punctuality.

CIVICS—1 B (Continued from page 56)

(c) Dangerous toys.

Why is it dangerous to play with fire crackers? On election night, some boys lit a bonfire. Why did the policeman put it out? Why are bonfires dangerous? Why should children never play near bonfires? Why should they not handle fire crackers?

Call for stories of injuries resulting from bonfires and fire crackers.

Play quietly.

(a) Some children scream continually during the progress of a game. Try to turn the public opinion of the class against this. It will be enough for the teacher to cover her ears, or to move away from such a child. The others will notice the action and will make their ideas known to the screamer. A certain amount of noise and movement must accompany most games. When this goes beyond the normal, it should be decisively curbed. After a class room game that has become too boisterous, the teacher might ask such questions as, Do you think our game was quiet? Do you think they heard us in the next room? Did they hear us across the hall? If they were reading would they

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like to hear us? Would they like to hear us shout while they were writing? Could we play the game more quietly? Who would like to tell Miss Dash and the 2A class that we will not be so noisy again?

Let the whole class repeat a little apology, and select two to deliver it: Miss Dash, we are sorry the 1B class made a noise. We will not disturb the 2A class again.

Do you play noisily at home? Whom do you disturb with your noise? Do sick people like noise? Did you ever wake your neighbor's baby with your noise? Why is it unkind to make a noise in your house? Where is the best place to play a noisy game?

Second Month.

The Child and the City Officials.

I. Policemen, the guardians of the city.

1. When lost, ask a policeman to direct you.

2. When in need of help apply to a policeman. Stories of the help given by the police, stopping runaways, sending in fire alarms, calling the ambulance, arresting wrong doers, etc.

II. Firemen.

1. In case of fire, the fireman helps to save property, and to put out the fire.

2. Firemen help to prevent fires. Visit a fire house, if possible.

III Street Cleaners, sweep the streets, and remove garbage and rubbish from houses.

1. We should help the street cleaner to keep the streets clean by putting waste matter, paper, fruit skins, nut shells, etc., in the waste cans. Visit the waste cans near the school.

IV. Letter Carrier.

1. The mailman delivers our mail to us. It is given to him at the post office. (Visit the nearest post office, if possible). He puts the mail in the letter box at the door of the house.

V. Teachers, librarians, doctors, nurses.

The teachers educate the children in the schools.

The librarian gives out books in the library. She helps children to select good books.

The doctor and the nurse help to keep the child in health.

The city officials we know best are, the policeman, the fireman, the street cleaner, the letter carrier, the teacher, the librarian, the doctor, the nurse.

CIVICS—4 A (Continued from page 66)

Do not walk along the street with empty hands while your mother carries several packages. Offer to relieve her of some of them.

Never seat yourself in a street car until your parents are seated.

Open doors for your parents, and stand aside to let them pass in or out ahead of you.

Do not interrupt them when they are speaking.

Boys and men should remove their hats when indoors, in the presence of girls and women.

Boys should raise their caps when they meet their sisters or mothers on the street.

(c) To be truthful to parents; meanness and cowardice of lying. Children will be able to bring forward many anecdotes, from that of the cherry tree on to illustrate the evil of a lie.

These topics may be used for composition lessons, as in the first month.

My Brothers and Sisters.

How many brothers and sisters have you? What can you do to help your older sister, (brother)? How can you help the baby? How can you help your little brother (sister)?

My Mother.

How do you feel toward your mother? How can you show that you love her? How can you help her with the housework? How can you help her with the children?

My Father.

How can you help your father? Does he ever ask you to do anything for him? Do you do what he asks cheerfully?

Economy.

Is your family very wealthy? Do you need economy in your home? What does the word economy mean? What do you do to be economical?

How can you make your hair ribbons last? How can you keep your dresses looking neat? How can you keep your shoes in shape?

What can you do to keep your home looking neat? How can you help to keep the furniture in good order? Do you try to make the younger children economical? How do you do it?

Topics for the remaining months may be treated in a similar way.

CIVICS—4 B (Continued from page 68)

the placing of rooms, halls, and stairways, contributes toward the orderly assembly and dismissal of the school.

(b) Necessity for rules governing the movements of pupils in a large building.

(c) Recall some of the school rules to be observed in halls, etc. Discuss the reasonableness of the rules. Try to picture the condition of affairs in the absence of rules, at fire drills or at dismissals, for instance.

8. The Pupils.

Approximate number of pupils accommodated in the school. Ages. When attendance at school becomes compulsory.

Classes: (a) regular grades for children who are regular in attendance and work well.

(b) Opportunity classes for those who have lost time through sickness, or home conditions, and who are falling behind in the work.

(c) Rapid advancement classes for very bright pupils, who may be able to do three terms' work in two terms.

(d) Light conservation classes for those whose poor vision handicaps them in the regular grades.

(e) Blind classes in which blind children are taught to read raised type, etc.

(f) Defective classes for those whose brains have not developed at the same rate as the rest of their bodies.

(g) Crippled classes for children whose limbs are not normal.

(h) Open air classes for anaemic children and those whose lungs are weak.

(i) Classes in which foreign children begin to learn English before being assigned to regular grades.

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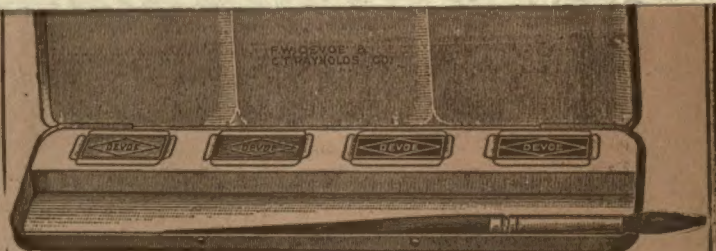
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